

# EVALUATING SCHOOL GUIDANCE

by

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## *Chapter I*

# Studies of Guidance

NEW EDUCATIONAL OBLIGATIONS ARE RECOGNIZED. During the past ten to fifteen years, there have been many evidences that boards of education, the administrators, and many of the teachers were cognizant of the fact that new educational obligations were facing them. In a study of several schools, it was shown that about 35 per cent of each graduating class attended college previous to the war, that there were from 25 to 35 per cent graduated each year from the academic and college entrance courses who did not enter college, and that the balance of the class had taken training in agriculture or business. It was felt that the pupils were in need of someone to advise them concerning their choice of a career and their course of study, someone with whom it would be possible to discuss their other high school problems. Shop courses, homemaking and instrumental music were available in addition to the courses in agriculture and business. A guidance department was established in the East Aurora High School and set in motion in the fall of 1931. It has been assumed that the counselors have performed a good task, that the school product was improved by the work of the guidance staff, and that it has been a worthwhile project. It is the purpose of this study to ascertain if these assumptions are true.

### *Review of Attempts to Evaluate Guidance*

DIFFICULTIES ENCOUNTERED IN MEASURING GUIDANCE. There are three main difficulties encountered in attempts to measure guidance. First, it is a complex pro-

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cess to secure the measurements of the components of personality because there are so many differences between each individual. Second, the results of much of the work in guidance are long delayed in the life of the individual. The third problem facing those who wish to measure the results of guidance lies in the fact that there is a dearth of measuring instruments. Some tests, such as the Strong Vocational Interest Test (79), the Minnesota Test for Clerical Workers (4), and others will be helpful in making future studies of the values of guidance in the public school system.

ATTEMPTS TO MEASURE GUIDANCE. In enumerating some of the attempts to measure guidance, the writer has made no effort to include the validity of any scales used in guidance studies, measurements of general education, or any experiments concerning the selection of employes. Much help in securing a partial list of the studies of guidance alone was secured from the summaries prepared by Kitson and Stover (54) and Kitson and Crane (53). The studies will be grouped under two headings; one will be concerned with those reports dealing with evaluations made of a course in occupations and a second with the evaluation of general guidance functions.

MEASURING RESULTS OF INSTRUCTIONS IN OCCUPATIONS. In a study made by Boone (13) of 5000 pupils in the high schools of Pasadena, California, the pupils stated on a questionnaire that they did not receive as much help from the course in social studies where occupations were stressed as in other studies where the occupational aspects were not emphasized.

Chadwick and Osgood (16) made a study of 357 cases which were trained on a plan of cooperative employment. It was found five years later that 51 per cent of the pupils were still employed by the same companies. The

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authors decided that this offered justification for cooperative employment.

In a follow-up made by Christiaens (18) of 607 children in Belgium who had been advised on leaving elementary school, it was possible to locate 391 in the follow-up study. It was found that 211 had followed the advice given them and that 207 of these were considered successful. Of the 102 who had not followed the advice only twelve were successful. The study did not state the criteria for success.

/Hand (35) compared 391 pupils who had taken the course in occupations with 250 of the same school system who had not taken the course. He gave a test of vocational information and found that there was but a slight difference in favor of those who had taken the course in occupations. He decided that the results which he had secured were not to be considered significant.

An attempt was made by Hoppock (42) to find if the pupils in the rural areas learn more from a pamphlet on farming than the pupils in a city. He took 100 pupils in a small New Jersey town and compared them with 100 pupils in the New York City schools. He found that three per cent in the rural areas thought they would like to be farmers before reading the pamphlet and changed their minds afterward and an equal number decided after reading the pamphlet, that they would like to be farmers. In the New York City schools, 31 per cent thought that they would like to be farmers before they read the pamphlet and 21 per cent still thought that they would like to follow the vocation after they had read the pamphlet. Hoppock concluded that many of the facts concerning an occupation can be effectively taught through the reading of pamphlets.

Five thousands pupils in ten different cities were tested by Kefauver and Hand (51) to determine the value

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of vocational guidance, although, at the time that they made their report, statistics were available for only eighty-two pupils in the guided group and 130 in the control group. The study of vocational information test showed a score of 42.9 for the guided group and 22.5 for the control group. This was not considered as statistically significant.

Lincoln (58) discovered a significant difference between the class studying occupations and those who had not had such a course. She concluded that the most effective way of presenting vocational information was through a class discussion held five times each week. Lincoln (56) made an earlier study in which she found that those pupils who had the course in occupations averaged six points higher on the Brewer-Lincoln Vocational Information test than those who had not studied occupations in a class. This is not considered significant enough to be of value.

A report was made by Viteles (89) on a study made in 1923-24 of seventy-five adolescents. A follow-up was made two years later and he discovered on the basis of the jobs held and their earnings, 58 per cent were successful and 21 per cent were listed as partially successful.

Wilkinson (93) reported on the information gained by college students taking a course in occupations. By setting up a control group, he was able to show that the occupations group gained two and three times as much as those who had not studied occupations.

**SUMMARY.** The studies reported covered a period of two and three years. It would be helpful to those wishing to secure more definite measurements in occupations if they could secure objective data after at least a ten year period. Smith (70) feels that it will be thirty years after the study before we are able to secure data on guidance



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which we wish in order to justify guidance work.

### *General Studies of Guidance*

The report on the American Association on Adult Education (39) shows a total of 1543 cases of clients who responded to a questionnaire study. Eighty per cent stated that they had benefited in one way or another from their contact with the adjustment committee which discussed and advised them concerning the problems which were presented. The counseling covered vocational trends, avocational interests, and placement.

Allen and Smith (1) made a study of 162 children in England who had been placed after testing and counseling. One hundred and sixty-six comparable pupils were placed but not tested. These writers report that the material which they had gathered showed that "the guidance aided by the vocational test results were more satisfactory than that given under the usual method."

An attempt to evaluate the services of 200 secondary schools was made by Alstetter (3). He found that those who ranked high in the guidance services had an equally high rating in articulation with other schools, information regarding pupils, and post-school relationships. In the low ranking schools, "only one teacher in six had training in guidance" and the guidance services were organized and operated less effectively than any other phase of the school program.

Becker (5) measured the improvement in scholarship of pupils who had been counseled in the New York City schools. He showed that 52 per cent had made marked improvement and that thirty-two pupils showed good improvement.

Darley and Williamson (21) measured the adjustment of 196 college students followed-up one year or more

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after their counseling at the University of Minnesota. The criteria used were grades, student's opinion and reports from the parents or instructors. It was concluded that 87 per cent made a satisfactory adjustment. Of the thirty-seven cases who had not followed the advice of the counselors, only three had made a satisfactory adjustment.

It was found by Eels (24) that only 7 per cent of the parents were dissatisfied with the schools which their children attended. Thirty-seven per cent reported that they considered the school "very satisfactory." It was thought that the loyalty of the parents toward the home town school influenced their opinions. Eels (25) made a similar study in which he attempted to ascertain the pupil's judgment of the value of guidance received. He received answers from 17,246 pupils in which 3000 stated that they had received a great deal of guidance, 3000 reported that they had received none, and 11,000 made intermediate evaluation.

Two of the earliest attempts to measure guidance were reported by the Fresno School Survey Committee (28) and by Meyers (59). The Fresno survey had suggestions to measure not only vocational guidance but social and educational guidance. It merely consisted of an outline and no actual evaluations were made. Meyers had three criteria which he suggested. They were *completeness of the program* as measured by the number of activities that were available, the *distribution of emphasis* which was shown by the relative amount of time and energy devoted to each activity, and *thoroughness* as measured by the kind and quality of work done. Both of these studies were reported in 1926. Kitson and Stover (54) state that the attempt to evaluate guidance by Meyers is the first recorded attempt.

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Newland and Ackley (64) found that counseling brought about a better quality of work and fewer failures. In a control group made up of twenty-six pupils, six dropped out of school during the year and gave their poor work as the reason for leaving school. None of the experimental group withdrew.

Schloessinger and Poullaouec (67) attempted to measure the value of guidance to 300 pupils in Nantes. They had another 300 pupils of equal ability in a control group. It was found that the group in guidance did better in sticking to their occupations, in working in the shops where they served their apprenticeship, and in obtaining a certificate of competency in the field of their apprenticeship work.

**SUMMARY.** The results of the various studies reported show that all sorts of attempts may be made to justify the guidance program. The growth of guidance during the last decade has been tremendous yet the results of the measurements are not considered outstanding by many experts in the field. The chief difficulty appears to lie in the fact that there are few satisfactory criteria by which one may judge the results of the guidance program. The majority of the studies have been made after a lapse of only two or three years after the counseling had been given to the pupil. This study, on the other hand, shows a longer elapsed time after the guidance counseling had been given than any of the studies that have been reported in books or magazines. It is believed that the guidance workers should continue to attempt to evaluate their work and seek to increase its effectiveness with youth.

## *Chapter II*

### **The East Aurora Guidance System**

Before 1930, the school problems which confronted the people of East Aurora were not considered sufficient in number nor important enough in magnitude to call for a guidance department. During this time, the school was considered to be functioning smoothly like the business outside. The market for the manufactured product was good and the profits of the manufacturer were high. Employment was steady and wages were satisfactory. College graduates were being quickly absorbed and, due to business opportunities, college prospects were relatively few in number. As a result, colleges were not so selective or particular as they were just previous to the outbreak of World War II, and as a further result, the selection of a particular course in a particular college was more or less left to the individual himself.

During this period wage earners were employed, and as a result community taxes were eventually if not regularly paid, hence finances were of a minor consideration. In short, the attitude of the tax payer was indifferent, good natured or tolerant — in any event prompted by a civic pride in the accomplishments of the school. State aid was constant and there was no fear of "cuts." Furthermore, industry was taking care of the non-college material and there was a resultant disinterest in special courses.

October of 1929 was the beginning of a reawakening in the village — the start of the so-called great depression with its accompanying need for social, economic, and educational adjustment. This was a time which ushered in a

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period of loss of jobs, retarded incomes, and business failures with the loss of homes. Rich and poor alike were affected by the change. East Aurora, being at that time a relatively rich community, was not the first to feel drastically the effects of this new condition; however as early as July 1930, the East Aurora Sun Diet Sanatorium, which catered to nervous cases, was filled to capacity and has not known such prosperity before nor since.

The sum total of the effects of this change was that the prospective students were unable to attend college and industry was unable to absorb the non-college type. This was the beginning of the wandering youth and the hitchhiking period. Eventually the pupils turned to the school for assistance and help. There was nothing else to do. This marks the beginning of the post-graduate period in this high school with the return of the non-college type of pupil and its resultant call for curriculum readjustment. The fact of the matter is that the high school was unable to meet the new situation from the standpoint of the new conditions. Then came the installation of the guidance department and the organization of the shop courses.

VALUE OF THE GUIDANCE PROGRAM IN GENERAL. The East Aurora High School, faced with this new situation, assumed there were six distinct values to be secured from the organization of the guidance department. First, the counselors, through the use of tests and personal interviews, would be able to discover the interests, special abilities and the ambitions of the individual pupils. It was the feeling of the Board of Education that this would not only assist in the training of pupils but that it would take care of the problem of mass education and the individual would be more considered than ever before.

Secondly, guidance would assist the pupil through group guidance to develop socially, physically, education-

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ally, and vocationally in his environment through the study of the individual child and his adjustment.

Thirdly, it was felt that guidance would assist the pupil to make his choices intelligently and to make wise decisions. The staff discussed each problem with the individual and assisted that person to see the different solutions available. Hence it was training in making wise decisions. The extra-curriculum problems would be discussed with the pupil, he would be counseled concerning the various vocations, and his entire educational career would be a successful and well-rounded one.

Fourthly, it was the understanding of those who assisted in the organization of the guidance work that the counselors would make a careful study of those who had been graduated and those who had dropped out along the way. The study would be made at stated intervals of at least each five years and it would be ascertained just how well those pupils had adjusted to society outside.

Fifthly, an extensive study of occupations would be made available to the pupils. It was known that there were many possible vocations which individual pupils had never heard of and so here was an opportunity to open new fields of interests and show where new positions would be available.

Sixthly, guidance would at least help to wipe out this waste in education. It was known, as stated previously, that approximately 30 per cent of the graduating class had taken courses in high school which gave them little or no vocational value. This was thought to be a waste in education in so far as the individual was concerned and a task for the guidance counselors. They would assist the individual to discover his capabilities and interests and then direct him into fields where he would be useful not only to himself but to the rest of society as well.

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NEED TO EVALUATE THE GUIDANCE PROGRAM. Fourteen years have passed since the establishment of the guidance program in the East Aurora High School. Pupils and parents have expressed gratification over some of the scholarships that were secured. There have been thanks extended for some good piece of work which the counselors have done and for which the parents have gone out of their way to express appreciation. There has not, however, been any attempt to justify the existence of the guidance work in the high school. It is necessary to make further adjustments in the curriculum and give the guidance counselors more support for their plans for the future. There must be evidence to show that the suggestions and comments which they make are based upon facts and the conclusions which they have drawn are supported by the needs of the pupils. Or, if the program is not effective, its defects must be revealed and remedied.

The Board of Education from time to time has expressed its satisfaction with the guidance counselors. Now and then someone would raise a voice in protest but on the whole, there was no cause for alarm. On the other hand, the school administrators do not have any facts which they can place before the Board of Education to show, supported by proof, that the counselors have performed tasks which would justify the existence of the guidance activities for the future months to come. The opinion of the administrators is favorable like that of the Board of Education, but the time has come when there must be something besides opinions as to the value of the guidance program. Hence this attempt has been made to evaluate the activities and to show how these activities have been worthwhile.

It is the purpose of this study to ascertain the effectiveness of specific activities of the guidance staff in order

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to determine the best so that they may receive greater emphasis and to find wherein the counselors have been weak in order that these plans may be strengthened. The Board of Education and the administrators of the school believe that the attempts to aid youth in the form of guidance have been worthwhile. If this is true, they must be in a position to show to the friends and to those who question the activities that the program has been worthwhile in the past and that it will be more valuable in the future.

### *The Guidance Staff*

The staff is composed of two counselors, a woman for the girls and a man for the boys. The boys' counselor was trained at Cornell University and Penn State College. He has had seven years' experience as an instructor and three years in industry. He was promoted to his present position from within the school system. The girls' counselor was trained at Columbia University and has had about twenty-five years' experience in teaching English and the foreign languages. She was hired for the purpose of becoming dean of girls. Each counselor spends two periods per day in the classroom. The principal is the coordinator of the guidance program.

**ORIENTATION OF THE PUPIL.** One half hour is available three mornings each week (52) as a homeroom period. One morning is given each week to class meetings and one is given to class assemblies. Pupils remain in the same home-room for the seventh, eighth, and ninth years and are then moved to the senior high school room for the tenth, eleventh, and twelfth years. This plan is to allow the teacher to become fully acquainted with her group and it is the hope of the administration that there will be teacher stimulation and growth as well. This plan, with



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the seventh and eighth grades as part of the high school was started about six years ago.

The home-room period is held the first thing in the morning. A study was made of 703 schools in the mid-western United States by Hughes and Herron (43) and no common procedure was found. Fretwell (29) studied 200 schools with the same results. The morning period was selected as a matter of administrative convenience since there did not seem to be any established procedure for selecting any other time.

Besides giving the home-room teachers an opportunity to develop a friendly, personal interest in each pupil, the home-room period gives a time for reports and attendance, educational guidance activities, and discussions on leadership, school citizenship, and personality problems. There is no specific program which the teacher must follow. Each teacher does have a mimeographed sheet of instructions. Too, the faculty meets monthly and a portion of that time is allotted to a discussion of the activities which will be helpful to the teacher in his home-room. A special faculty section is available in the library. Each month a bulletin is issued which contains a short review of current magazine articles all of which are found in the faculty section of the library.

THE OCCUPATIONAL INFORMATION STUDY. The course in the study of occupations has been compiled in social studies 9 and it is required of all ninth year pupils. In addition to a general study of occupations, the pupil is aided and encouraged to make a study of himself and make an inventory of his abilities and interests. An attempt is made to have him fit his abilities and interests and the job requirements together. A written report on this study forms the basis of a term paper which every ninth year pupil must prepare.

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THE SEVENTH GRADE INFORMATIONAL UNIT. Little counseling has been done with the seventh and eighth grade pupil. Each pupil has a specific schedule which he must follow at the present time. Each pupil in the seventh grade studies a special unit in the social studies program on "Know your School." It is an attempt to orient the seventh grade pupil to the high school through a discussion of its rules, regulations, and traditions. The text is the student's handbook. The weakness in the plan lies in the fact that practically all the rural pupils enter at the beginning of the ninth year and they have just as vital a need of this same information. For two years, the pupils were provided with a copy of the handbook and then it was dropped because of expense. A new revision is now being prepared. This group of rural pupils make up better than one-third of the total of the freshman class.

CONNECTION WITH KIWANIS. Once the pupil feels he has selected the occupation which he wishes to follow, arrangements are made with the Kiwanis Club whereby the pupil will have the opportunity of discussing his career with some person actively engaged in that field of work. The members of the Kiwanis Club have been most helpful in this way. In cases where they did not have any local person engaged in that particular job in which the pupil was interested, arrangements were made with the Buffalo Club whereby some one was engaged to counsel the pupil. The results have been most pleasing and beneficial.

SCHOOL COUNSELORS. Each pupil is called to the guidance office at least once each semester to discuss his schedule and to make other plans for his future in high school, college, and work. In addition, each pupil is made to feel that he is free to consult with the counselors at any time that he may wish to bring a problem to their atten-

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tion. The majority of the pupils have made use of this privilege as revealed by the daily calendars of the two counselors. The counselors have access to a physical examination and a complete health record of each child, a record of extra-curricular activities, his scholastic record, reports on the home as secured through the visits of the school nurse and other members of the faculty and the results of the mental tests which are given. While the results of other tests would be most acceptable and useful, the counselors have made good use of the material which they have in making a study of the whole child.

Not only the pupils but the parents as well are urged to make use of the counseling activities. Many of them have called at the guidance offices to discuss the program of study, special problems which have arisen, and methods that may be used to make the pupil better adjusted not only to the school but to the home as well. This particular part of the school program has been praised by many of the parents in that they have been made to feel that the pupil was the center of interest and that the school wished to do all within its powers to aid in developing the pupil's abilities and his interests.

**PERSONNEL RECORDS.** One of the most comprehensive records which the counselors have built up is that which contains the scholastic record of the pupil. This contains the grades received in each subject, the report card grades for each of the five weeks periods, a brief resume of home conditions, the extra-curricular activities and any jobs which have been secured through the activities of the guidance counselors. It is as complete as they have been able to build up with the limited amount of clerical help and time at their disposal.

Health is considered a very vital part of school counseling. The routine physical examination is made by the

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school doctor and the school nurse. Usually the nurse gives the ear and eye tests and makes up the health record. All the results of this examination and study are at the disposal of the counselor in dealing with the child. In addition, the nurse makes many home visits where there is a lack of cooperation from the parents, where health problems exist, or where investigations must be carried on. This material becomes a part of the school record where the counselors have it if it pertains to their work with the child.

In working with many of the problems, the class-room teacher of the particular field, the counselor, and the nurse are called into consultation to decide what should be done with the case under discussion. In serious cases, the parents have been asked to attend such meetings. The cooperation between the teachers and the counselors has been excellent in every way and it is felt that some pupils have been greatly helped through the discussions and recommendations made at such meetings. There is no direct proof, however, that such consultations have brought about the improvement in the pupil.

**BUILDING AND STUDENT REGISTRATION.** The pupil registration has increased from 382 in 1929-1930 to 980 in 1932-1944. This has been due to new people moving within the school district to a limited extent but mainly to small school districts in the immediate vicinity which closed their school buildings and sent their pupils to the East Aurora High School. Others have sent all pupils from the seventh grade through the twelfth. The school building was found to be insufficiently large and inadequately equipped. As a result an addition which provided particularly for an enlargement of the curriculum and increased emphasis on health and physical education, was passed by the Board of Education and finally such a build-

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ing was completed at a cost of \$400,000, and entered in the fall of 1932. This building provided telephone and radio facilities for each classroom, a new gym, a new health department, and new offices. At first glance, such a step would hardly appear in harmony with the regular increase in unemployment with the subsequent decreased tax-paying ability, but it was reasoned that it could be built more cheaply at that time due to the falling prices and lower costs. However, the real reason appeared to be the steadily increasing registration of the pupils who were seeking training in the school which the school could not give them before the addition was built.

**SUMMARY.** The activities of the guidance staff may be summed up under three headings, the orientation of the pupil, the counseling services, and the personnel records. The home-room period is used for the guidance of groups in social and educational ways under the leadership of the counselors, the principal, and the home-room teachers. Home contacts are made through the school nurse, and the counselors have been called into consultation with her to devise the best means at the disposal of the school to deal with the particular problem. Every resource is used to make the individual a better citizen.

This, briefly, is the background of the East Aurora High School. It is the purpose of the writer to attempt to ascertain if the guidance facilities which have been provided over the first ten year period have secured the results which were anticipated.

### *Additions to the Program Introduced by Guidance Counselors*

**EVALUATION OF THE OCCUPATIONS COURSE.** A one-semester course in the study of occupations was set up in the fall of 1936, and continued for two years. In 1938,

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it was made a part of the social studies curriculum where it became a part of a required course. The purpose of this course in occupations was to furnish pupils with an opportunity to learn of the occupations available, to attempt to teach the pupil to analyze his own abilities and talents, and to provide the guidance department with an additional way of knowing the pupils. The primary purpose of the course as originally organized was to give the pupils an opportunity of learning more about occupations available through library research, through visits to industries, special speakers brought to the classroom, and through personal interviews with men and women actively engaged in the occupation of particular interest to the pupil. The course was open to any high school pupil who wished to take it. Jones (47) stated that such a course is of equal value to all pupils and that each one should be required to take it. The course as organized was an elective subject. Each pupil was required to take Hepner's (40) *Vocational Interest Test*. In the final analysis, however, the instructor did not think that the test was of any value except that it made the pupil think of his own traits, his likes and his dislikes. This same conclusion was made by Morton (60) in his extensive study of the unemployed in Canada. With the exception of the Terman Group Test of Mental Ability (82) no other testing material was used at that time. That this lack of testing was a serious weakness of the course is shown by the results of other studies such as that of Williamson and Darley (94). Each pupil was required to make an intensive study of one particular vocation and submit a term paper as the only other special requirement of the course.

In the two-year period, 120 pupils were registered in the course in occupations — the results being, that by the end of each semester, each pupil had been given an op-

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portunity of making a study of one or more vocations in which he had expressed a special interest. It was found by Boone (13) that 67 per cent of the pupils selected their occupation on the basis of material secured in a class study of occupations, while 33 per cent made their selection on the basis of material secured outside school. It was reported by Bell (7) that 71.4 per cent stated that they had secured help from such a study. Lincoln (57) stated 79 per cent reported that special benefits had been secured from a study of occupations. A simple questionnaire was sent out to 120 pupils who had taken the course in occupations at the East Aurora High School asking them to check whether they had "received benefits" or whether they had received "no benefit" from this particular course. One hundred stated that they had found the course helpful to them.

Table 1. Pupils reporting benefits or no benefit from a course in the study of occupations.

Investigator	Pupils Reporting Benefits	Pupils Reporting No Benefit
Boone	67 0%	33 0%
Bell	71.4%	38.6%
East Aurora	83.5%	16.5%
Lincoln	79.0%	21 0%

FURTHER FOLLOW-UP OF OCCUPATIONAL PUPILS. Records show that eighty of the 120 pupils who have taken the course in occupations have entered or are planning to pursue the line of work of which they made a special study. Thirty found that after such a study, they were not adapted to the line of work which they had originally believed themselves qualified to follow. Therefore these records would seem to indicate that the course was a bene-

fit if for no other reason than that it confirmed in the minds of eighty pupils that each could succeed in his chosen occupation and brought home definitely to the minds of thirty others that each should seek further for his career. A graphic presentation of this material is found in figure 1.

Fig. 1. Pupils following the occupations selected in the occupations course and the number of pupils who have changed from their original selection.

FOLLOWING PROPOSED OCCUPATION 80	
CHANGED	30

Brewer (15) teaches that the instruction in occupations is the definite responsibility of the school and one which it dare not avoid. Also, it is felt that such a course tends to develop a definite purpose in the minds of the pupils and brings them to the point where they will more willingly discuss their individual problems with the counselors. While no records were kept, it is the opinion of the counselors of the East Aurora High School that there was an increase in the number of pupils who came to them for guidance after the course in occupations was opened.

A similar study was made by Hand (35) of the course in occupations with a group of 391 pupils in the tenth, eleventh, and twelfth grades. With the results of several tests, he found the results in favor of such a class but considered them as being statistically insignificant. A report was made by Williamson (91) of three classes in college with two control groups. The students in the occupations course showed a gain of 14 to 21 points, while the average gained by the students in the control groups was seven points. In one high school studied, 120 pupils



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of similar intelligence were selected who had not attended the course in occupations and who had expressed themselves as being uncertain as to just what they wanted to do. The Regents' average of the group which had studied occupations and the Regents' average of those who had not studied occupations were compared in order to determine whether or not the selection of a particular vocation had any bearing upon their scholarship. Results of the study show that those who had attended the course and had made a vocational choice ranked only one-half of one per cent higher in their final examination grade average than those who were uncertain concerning their future careers. Thus it appears that the influence on the average scholastic achievement of the pupils by the selection of a definite occupation is small, even negligible. The average grade earned by the pupils in the occupations class varied from one to five per cent within the various departments of the school when compared with the average grade of those who had not studied occupations as shown in Table 2. On the other hand, it was noticed that the pupils who had taken the course in occupations secured five per cent better grades in their work in which they had expressed special interest than the pupils in the same course who had not studied occupations. For example, a student in the occupations course taking home-making was found to have grades five per cent higher than other pupils taking home-making who had not studied occupations.

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Table 2. A comparison of the average grades earned by members of the occupations class and those of a control group within the various departments of the school.

Department	Occupations Class	Control Group
Agriculture	79%	77%
Business	81%	79%
English	82%	80%
Foreign Languages	87%	88%
History	77%	79%
Homemaking	78%	73%
Mathematics	81%	83%
Science	77%	79%
Average	80.25%	79.75%

PREFERRED OCCUPATIONS AND ACHIEVEMENT LEVELS. With the amount of guidance which is available in the interested high school and the course in the study of occupations, one would naturally expect that there would be a high degree of correlation between the average grade of the pupil and the preferred occupation. A study was made of this problem in cooperation with Dr. E. S. Jones (48) at the University of Buffalo. The pupils were divided on the basis of their Regents' average. The superior pupil was one with an average of 85 per cent and above, the average pupil was one ranking from 79 per cent to 84 per cent and the inferior pupil was considered as one with an average below 75 per cent. The ranking of the preferred occupation is shown in Table 3.

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Table 3. Relation of the preferred occupational level to academic ability of the pupils.

Occupational Classification	Superior	Average	Inferior
Professional	70	52	11
Proprietary	6	6	1
Clerical	20	17	11
Skilled	9	15	6
Semi-skilled	0	0	0
Unskilled	0	0	0
Total Cases	105	90	29

The correlation between the preferred occupational level and the average Regents' grade of the pupil is .194 - .034. With an average of .30 in other urban centers, there is a tendency on the part of the parents of the pupils of the average high school age to select vocations which are often superior to the level of the pupil's ability and there is a tendency in the pupils to day-dream of success in such vocations regardless of advice of counselors. It is felt that more emphasis on occupations, an increase in testing, the results of which would be available to the pupils, and a frank discussion between the counselor and the pupil might go far in correcting this condition. This study confirms the statement made by the counselors on many occasions that the majority of the parents state that they wish the son or daughter to enter some profession regardless of his or her ability. It is an attempt to compare the pupil with someone else in the neighborhood who may be looked upon as being in an enviable position.

SUMMARY. Five out of every six pupils who have studied occupations state that they have found the career

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which they wish to follow. Eight of 120 pupils have followed or are planning to follow the line of work which they selected during the course of study of occupations. The plans of many have been postponed because of the war and their participation in it. Other occupational studies of a comparable nature as well as the opinions of experts in the field of guidance demonstrate the value of the study of occupations. The selection of an occupation, however, does not cause the pupil to do any better work on the average than he did before selecting some definite goal. A study of the relationship of achievement and occupational preference suggests that the study of occupations will be made more valuable by use of tests of aptitudes, vocational interests and attitudes, and the diagnosis of the individual. While it seems that the course, as it is now organized, is valuable, it may be made much more so through an intensive study of the individual pupil in relation to his proposed occupation.

### *The Activity Period*

The so-called activity period, although not a new idea, was an innovation as far as the East Aurora High School is concerned. A faculty-student committee with the principal as chairman made an intensive study and prepared lists of various clubs, hobbies of pupils, and attempted, through the medium of a questionnaire, to find the things in which the pupils were interested. The committee worked through the spring of 1938. Student members of the committee visited other schools of the vicinity such as Hamburg and Amherst Central to learn what was being done in those schools concerning pupil interests. As a result, thirty-seven clubs were promoted at the beginning of school year 1938-39. During the year 98 per cent of the pupils belonged to one or more of these clubs; only

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eleven of the 812 high school pupils failed to find anything among the clubs which appealed to their interest. When the pupils were questioned individually by the guidance counselors relative to their seeming lack of interest, all eleven asserted that, because of the excessive work demanded by home conditions, it was necessary for them to use the activity period as a study period.

It was the feeling of the committee and the same idea is expressed by Spaulding (72) that these activities not only reinforce the class work but that each club provided an opportunity beyond that available in the formal subject program of the school. That is, the teacher or advisor of the club, felt free to work on interests that might not have a direct bearing on the preparation for the Regents' examinations. That pupils are able to meet other pupils and faculty members with the same interests is emphasized by Hamlin and Erickson (33). It was felt that this available program would provide for leisure time activities and this has been proven to be true by the large number of pupils carrying on those interests which they learned during the activity period, the most outstanding example being the camera club and the debate club. Others, such as vocal music, band, orchestra, journalism, and the writers' club have been made a regular part of the school program. Thayer (84) speaks of an "esthetic quality of experience" which a school club makes available. This is probably true of the art club which meets after school hours. The guidance counselors were enthusiastic when they considered the vocational aspects which were stressed in many of the clubs, while the administration thought that the enthusiasm and momentum of youth would be steered into channels which would not only influence their vocational life and provide for leisure time activities but that it would result in a permanent interest in the school and a future

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interest in the community at large (19). HALLISBORNE (36) aptly termed such activities as "outreach" interests and attitudes and discussed the values which accrue to the pupil when he becomes a student in college. However, it was stated by Strang (99) that there is little correspondence between activities to which schools devote much school time and the leisure activities in which the student later engages.

The following faculty-sponsored and student-led clubs were placed at the disposal of the student body:

ACADEMIC	HOBBIES	LITERARY
Honor Society	Camera	Dramatics
Science	Radio	Debate
Latin	Stamp	Journalism
French	Aviation	Writers
German	Chess	
Art	Nature Study	
VOCATIONAL	ATHLETICS	MUSICAL
Future Farmers	Varsity Lettermen	Jr Glee Club
Engineers	Pep Club	Orchestra
4-H Club	Rifle	Band
Library	Boxing	Male Chorus
Industrial	Wrestling	Girls Chorus
Craftsmen	Tumbling	
SOCIAL	STUDENT GOVERNMENT	
Dancing	Student Council	
Junior Red Cross	Student Court	

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VALUE OF THE ACTIVITY PERIOD. As the activity period was primarily an experiment and as it was discontinued at the end of the school year 1938-1939, it is rather difficult to estimate its value. The main reason for the discontinuance was the curtailment of the staff which necessitated taking the time of the activity period and using it as one of the regular class periods. Based upon a questionnaire conducted in all the English classes, 800 pupils expressed enthusiasm about the usefulness and the interest of the subjects. All expressed the opinion that they had received benefits from the club of which they were members and Eels (27) found the same thing to be true. No single club appears to be outstanding in the minds of the pupils although photography, dramatics, and music were mentioned frequently by the pupils as being organizations which they enjoyed or which they would have liked to join if the time had been available. It appeared that dramatics and music gave a great deal of satisfaction, while the camera club appealed to many because of the unusual interest in the study of photography at this time.

In addition to the values which the pupils mentioned, a total of twenty-two pupils have spoken at monthly meetings of the Parent-Teachers Association. One gave a radio address on the value of the activity period and as many as fifty others have given demonstrations of work which they have learned to do during the activity period. These appearances were made before school assemblies and various civic organizations within the village.

A questionnaire which was answered by the high school faculty revealed that six teachers were definitely opposed to the project, that five were in favor of it as it was being conducted, and that seventeen were in favor of the project with certain readjustments. This is shown in graphic form in figure 2.

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Fig. 2. Attitude of the faculty toward the activity period.

Opposed 21%	Favored 18%	Favored with Readjustments 61%
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As final judgment stood, it was the opinion of the faculty that there was a tendency on the part of too many pupils to regard the activity period as an old-time recess in which they could "fool around." Moreover, as each club met but one period a week, the very nature of some of the clubs made it impossible to produce satisfactory results. For example, the coach of the boxing team advanced the argument that it was not possible to teach boxing as it should be taught in only one period a week.

SUMMARY. It was the opinion of the faculty that there would be better adjustment of those pupils who participated in the activity period than those who did not. It was reported by Hartshorne (37) that the scholastic performance of those who took no part in the activities of their high schools was "significantly lower than those who participated in such extracurricular activities," and he found that the social adjustment of those who participated was better. Over 98 per cent of the pupils of East Aurora High School had some part in the activity period. Only slightly over one per cent of the pupils failed to engage in at least one club activity while 90 per cent of the pupils were members of two clubs, and the balance were engaged in the activities of three clubs. Only six teachers were opposed to the project while the majority were in favor of its continuance with readjustments. It is the belief of the writer that the clubs which the pupils voluntarily entered and worked in gave the guidance counselors an idea of the trend of the pupil's occupational interests and pos-



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sibilities. This information alone would be of great value not only to the counselors but to the pupil as well. A pupil tends to do those things which he does well and from which he receives the maximum amount of satisfaction. No coercion was used by any faculty member to have the pupil join any club but the pupil sometimes selected a club because one of his friends held membership.

### *Scholarship Aid to High School Graduates*

LOCAL SCHOLARSHIP AID. Scholarship aid is available from two sources within the village of East Aurora. The College Club (women) have built up a scholarship fund which is available to the girls graduating from the East Aurora High School. The amount is one hundred and fifty dollars a year for four years. This Club also has loan funds available for the girls. The local Kiwanis Club is building up a similar fund for boys. Until the year 1941-1942, this was not available to any boy until he reached his junior year in college. It is in the form of a loan of one hundred dollars a year but it does not draw interest until the recipient has been graduated from college and has secured a job.

COLLEGE SCHOLARSHIPS. The guidance counselors have given considerable service to the pupils and their parents in efforts to secure scholarship aid for worthy students. Of course, the first point taken into consideration in preparing an application for a scholarship is the scholastic achievements of the pupil. It is readily understood why colleges are not interested in pupils with poor or mediocre scholastic records. Secondly, the financial need of the pupil is considered through visits to the home, consultations with the parents, and discussions with the pupils.

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Previous to the installation of the guidance services, there is no record of any pupil receiving financial assistance through the medium of a scholarship. Since the counselors have had an opportunity of studying the needs of the pupils, scholarships have been secured for sixty-six worthy pupils during the past ten years. There has been a steady increase during the period from two scholarships totaling \$2400 in 1931 to ten scholarships totaling \$10,400 in 1941. The past three years were not taken into consideration due to conditions brought about by war problems. For example, only two scholarships were secured in 1944 totalling \$2600 yet some splendid potential scholarship material entered the army and navy college training program. The total amount awarded to the pupils over the ten year study totaled \$61,640. In every case where such aid has been made available through the recommendation of the counselor, the pupil has carried on most successfully at the college of his choice. A total of twenty-three have completed their college work. Fourteen are boys. In a follow-up study, it was found that two were employed as chemical engineers, one had just completed his law course at Harvard, a fourth has entered the medical branch of the United States Navy. A fifth is a statistician in the main office of the Travelers Insurance Company, a sixth is an engineer with the Pan-American Airways at New York City, two are practicing law one of whom is with the Securities Exchange Commission, two are mining engineers, and four are in the Army. Of the nine girls who were able to secure a college education through the aid of scholarships, four are teaching in high school, one is teaching in college, one is engaged in library work in a college, and three are married.

The total amounts granted to the pupils in the East Aurora High School and the number of pupils who have

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been helped through the aid of scholarships is shown in table 5. The importance of this work to guidance lies in the fact that practically all of these students would not have had the advantages of a college education if the guidance counselors had not secured aid for them in the form of scholarships

Table 5. Number of pupils who have been granted scholarships and the total amounts received from 1932 to 1942.

School Year	Number of Pupils	Total Amount
1932	2	\$2400
1933	2	2400
1934	4	5600
1935	3	4000
1936	4	5200
1937	8	6800
1938	6	6400
1939	7	8600
1940	10	9840
1941	10	10400

SUMMARY. Where there is a real need for financial aid, where the pupil is worthy and well-qualified, and prepared to carry on college work, the counselors have tried to assist the pupils in securing financial assistance from the college, from the local College Club, and from the local Kiwanis Club. Sixty-six students had the advantage of college training which many would not have received otherwise.

### *Work Experiences*

PART-TIME AND FULL-TIME EMPLOYMENT. At no time have but few counselors held the opinion or thought that the average twelve or fourteen-year-old adolescent

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would have any carefully thought-out vocational plans. It was one of the aims of the counselors to help the pupils select some general field of work such as the professional area or the mechanical area. There was some effort on the part of the counselors to find some full or part-time work in this "family of constellation" as Williamson (92) so aptly terms related occupations. How weak and almost useless this effort has been is duly reflected in the last five year follow-up study which reveals that out of the boys who secured wage earning employment over a period of four and a half years, fourteen secured their jobs through their own efforts, fifty through the assistance of parents and friends, whereas only two owed their positions to the high school. In the last five year follow-up of the class of 1935 which was made in 1940 and the last that is available at this time, none owed their positions to the high school. As seen by the counselors and the guidance advisory committee, the great weakness seems to be that most of the jobs secured tended to be non-productive, uneducative, and of an uninteresting nature such as mowing lawns, emptying ash cans, beating rugs, and the like. It is quite possible that good work habits were established. But the interest in the pupils has been limited, to a large extent, only to when they are in high school. When the pupils leave school, it would appear that they become somebody else's business. The guidance department feels that this is wrong but there is no evidence that anyone is doing anything about it.

As about 60 per cent of the graduating class consists of pupils who will enter some skilled or semi-skilled occupations, the writer realizes the woeful lack of opportunities which the school provide for the training of such pupils. However, it is difficult to break away from the training-for-college attitudes, and, as most vocational

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courses require considerable equipment, it is difficult to provide the funds with which to extend the program. A small start has been made in the installation of a Federal War Training Center in the East Aurora High School.

There are pupils in the East Aurora High School who are obvious misfits in the traditional subjects. The results which they secure in the vocational subjects are good. A study was made by Bird and Pechstein (12) of the intelligence quotient based on the Stanford Revision of the Binet-Simon test and marks in the machine shop earned by twenty-five junior high school boys. The average intelligence quotient of the boys was 90. The correlation between this intelligence and the machine shop grades was .14. There are many boys who would make better citizens if they are given the training in which they are interested and want to make their life work, and work which they are able to do.

The guidance staff is hoping to further this phase of education with the cooperation of the business institutions of the community and the surrounding district. With this purpose in mind, fifty business men were contacted during the past semester. It was explained to these men that the guidance department was interested in experimenting with a program which would enable pupils to engage in first-hand experiences in the line of work which they intended to follow; for example a student interested in banking would spend a part of his day in school and his schedule would be so arranged that he would be able to spend part of his day at the bank to learn some part of the banking business. If a pupil wishes to become an automobile mechanic, he would spend approximately half of the day in school and the balance in the repair department of a local garage where he would gain first-hand experience. This is altogether in line with certain procedures which

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are being carried out by various colleges in the United States, notably Antioch College. The reaction to this approach on the part of the business man which was conducted through the medium of the Kiwanis Club, was, on the whole, encouraging. Forty out of fifty parties contacted expressed their willingness to cooperate with the school in experimenting with such an arrangement. Seven expressed the opinion that such a program might lead to a condition in which the employer would take advantage of the situation to discharge or limit the pay of his present help, but when it was explained by the guidance staff that such pupils were to receive no monetary rewards, these members expressed themselves as being doubtful of the plan but in any event they agreed to try it. The other three of the fifty consulted were absolutely opposed to such a project and expressed the view that they would consider such pupils a nuisance and that no automobile owner would be willing to have his car greased by a high school pupil. At present, the plan is under study by a special committee of the Kiwanis Club with the high school principal as the chairman. Adrian College at Adrian, Michigan, is working on a similar project as a self-help plan for those working their way through college (63). It is the belief of the guidance department and the school officials that the plan in East Aurora should be given a trial. The Kiwanis committee is making a careful study of Seyfert and Rhemus on *Work Experience in Education*.

SUMMARY. A review of the positions secured by the guidance department staff for the pupils shows them to be few and those that were obtained were uneducative, temporary, and of a blind alley type. The guidance counselors are working in conjunction with a special committee of the Kiwanis Club in trying to work out a plan whereby

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those pupils interested in automobile mechanics, clerking, and other jobs of a similar type may work part-time during the school year and thus obtain training and experience. The Commercial department is also attempting to work out a plan in retail sales in cooperation with the local merchants which will also utilize part-time employment.

### *Chapter III*

## A Five Year Follow-up of the Class of 1935

The follow-up study made during the summer of 1940 was most opportune for two reasons. First, it was the first class graduated to have the advantages of guidance counselors during their entire high school career. Secondly, five years had passed since their high school graduation which meant that those who had gone to college immediately would have at least one year's experience. No follow-up of more than one year has been made since that time as it was thought that conditions would be distorted by the war.

There are several distinct values to a follow-up aside from the general interest one may have in the achievements of the pupils of his school, the advantages in the construction of the curriculum, and a study of just how well the "product" of the school has adjusted himself to the world outside. The graduates feel that the school is interested in their welfare and thus a more intense desire to make good is created in their minds. It enables the school to evaluate not only the guidance program but also the school progress as a whole. Then too, there is added the value to the present pupils in the school which is emphasized by Hamlin and Erickson (34). The registered pupil is interested in the progress of those who have gone before, the new trails that have been blazed, and the success with which each has met.



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In the follow-up class of 1935, only one boy was not reached out of ninety-three pupils who had been graduated five years before. Of the total, forty-three were boys, and fifty were girls. The charts shown on pages 35 and 36 will assist the reader in understanding the material on the follow-up study. The follow was made mainly through personal interviews by the writer and his wife. Eighty-seven were conducted in this manner. Those from too great a distance, five boys and one girl, were made by special delivery mail. The form used in all cases is shown on page 44.

**BOYS WHO ENTERED COLLEGE.** Fifteen boys entered college the fall following their graduation from high school. Ten completed their course, two dropped out at the end of their first year, two dropped out at the end of their second year, and one left college at the end of his third year at the request of the college authorities. Of the ten boys who completed graduation one has embarked on his career in the newspaper field, two are engaged as petroleum engineers, one has a position as an electrical engineer, two are ministers, two are teachers in the public schools, and one is working with his father who is an antique dealer. The latter boy considered this position as temporary until he secured a good position as a civil engineer for which he was trained but he entered the army before this was accomplished. One boy, a chemical engineer, died of pneumonia shortly after his graduation from college.

Four boys were registered in college, having just completed the work of their junior year. Each had worked for one year in order to secure more funds for the college expenses. Two worked as grocery clerks, one worked in a local bank, and one was employed by the county highway

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department. All stated that they were planning on entering college in the fall and complete their training.

Of the two boys who dropped out of college at the end of their freshman year, one did so because of financial reasons and the second wished to get married. Both have office clerical positions. Both of the boys who dropped out of college at the end of their sophomore year did so because of financial reasons. They have secured positions as laboratory assistants with nearby concerns. One boy was dropped at the end of his third year because of poor work. He was then working for a laundry concern after having spent a year in insurance work and one in banking.

**BOYS WHO DID NOT ATTEND COLLEGE.** Twenty-four boys did not attend college. Three expressed a desire for college training but were unable to secure it because of financial conditions. One died in November, 1939, of diabetes. One could not be located. All secured positions at the close of school, twelve through their own efforts, and twelve through the efforts of friends and relatives. None received any aid from the school in securing a job. One, a salesman, changed his place of employment during the five year period. Fourteen had selected their occupations before leaving school. The jobs which the boys selected through their own efforts and with the assistance of friends and relatives are shown in table 6.

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Table 6. Types of jobs which the boys secured who had not gone to college.

Job Secured	Number Employed
Bank Clerk	1
Carpenter	1
Clerical (General office)	5
Clerk, retail store	1
Concrete block manufacturing	1
Driver of milk truck	1
Estate manager (relative)	1
Farming	6
Gas station manager	1
Gas station attendant	1
Prison guard	1
Laborer, steel mill	2
Theater usher	1
Unknown	1

**SALARIES.** The highest salary reported by any college graduate was \$2100, the lowest was \$1300 and the median salary was \$1475. The salary of the boys who had some college training but had not been graduated averaged \$28 per week.

The boys who did not go to college, after the elimination of the one who managed his father's estate (no salary stated) were earning an average salary of \$1350 a year. Bell (9) reports a median salary of \$24.64 and Eckert and Marshall (24) found a median salary of \$14.63 which included the salary given to apprentices. The highest salary reported from the non-college group was \$2200 and the lowest salary was \$900. The median salary for this group was \$27 per week. This includes all boys who

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were graduated from the East Aurora High School in 1935 and who did not attend college.

Thus it may be seen that the boy with the college training, even though he has been working but one year, is earning \$125 more a year, on the average, than the boy who did not have college training.

In a survey conducted during the summer of 1944, it was found that 27 of the boys were members of the armed forces, eleven as commissioned officers. One had been killed in action.

**SUMMARY OF THE FOLLOW-UP BOYS.** Out of the fifteen boys to enter college, ten completed their course and were able to enter the field which they had selected while pupils in high school. Of those who were unable to complete their college training, all except one were engaged in closely allied fields to those which they had selected while high school pupils. Of those who did not secure further training beyond their high school careers, all have jobs although some appear to have been "made jobs" by their parents, especially in the case of farm workers. All boys, both those of college training and those who have not had the same opportunities, have aspirations for the future. Non-college boys state they wish to work up to managerial positions or to "buy a farm of my own" or "I would like to own my own business." The aims of the college trained boys are expressed in more vague terms such as "I hope to make considerable progress in my own profession," or "I hope to earn a better position."

**FOLLOW-UP OF THE GIRLS OF 1935.** Of the fifty girls who were graduated in the class of 1935, fifteen entered college, four entered nurse training schools, five entered business schools, four took training in beauty culture,

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and twenty-two ended their formal education with graduation from high school.

Of the fifteen who entered college, eleven completed their work and received their degrees. Four have positions in high schools, one is an instructor in a college, one is carrying on social work, one is carrying on work for a Ph. D in geology and two have secretarial positions. Two are married.

Of the four girls who dropped their college work, one did so because of financial reasons, (she reported that she had received a secretarial position which she is still holding), and three stated that they had dropped their college careers in order to be married. All left college at the end of their freshman year.

The four girls who entered the nurse training schools have completed their training and are now actively engaged in their profession.

**GIRLS WHO DID NOT ATTEND COLLEGE.** Twelve of the girls who completed the secretarial training course in high school have satisfactory jobs. Five others have taken additional training in the various Buffalo business schools and have secured positions with the help of these schools. Four took training in beauty culture schools and have positions which they secured through their own efforts. Two are operating their own beauty parlor in East Aurora. One girl has a part-time job singing. Nine girls have married. The girls were very reluctant to name their salaries, only three giving this information.

**SUMMARY OF THE FOLLOW-UP OF GIRLS.** The girls who attended college and nurse training schools stated that they had selected their professions before leaving high school. The graduate student in geology said that she had decided to do extensive research work in that field

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at the suggestion of the professors in her major field. Those who had married, thus ending their college careers, as well as those who had not entered college, did so in order to establish their own homes.

**VALUABLE SUBJECTS.** It will be noticed on the questionnaire shown on page 44 that the graduates were asked to name the subject which they considered most valuable to them while in high school and the subject or subjects which they thought should be added to the curriculum. The subject which was selected as being the most valuable was English, mentioned by sixty pupils, business subjects named by twenty, and mathematics by twelve. Seven pupils who had attended college said that typewriting should be required of all pupils planning on going to college.

The subjects which were mentioned as being needed in the high school curriculum were sociology named by twenty, religion named by five, and problems of democracy named by four. It is thought by the writer that the latter subject was in the minds of some of the pupils because they thought that certain sociological problems should be taught to high school pupils.

**GENERAL SUMMARY.** The class of 1935 was selected by the follow-up committee because five years had passed since their graduation, this time being recommended by Allen (2).

Of the forty-three boys, ten completed their college training, five dropped out of college, and four were in residence. There were twenty-four boys who did not attend college. One was not located. The median salary of the college trained group was \$1,475 while that of the non-college youth was \$1,350 a year. All were employed although some appeared to be working at "made jobs."

Of the fifty girls graduated, fifteen entered college, four registered in nurse training schools, five entered bus-

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iness schools, four took training in beauty culture work, and twenty-two had no further training. Nine girls were married.

English, mathematics, and commercial subjects were selected as the most helpful subjects in high school. The subjects which the former pupils thought should be taught were sociology and religion.

The pupils, in general, followed the vocations which they had selected while they were in high school. The members of this class had the course in occupations, and two-thirds followed the vocation which they had selected while they were members of this class. Those who had not been able to secure college training were able to secure employment at a time when the problems of unemployment were being stressed on all sides. Apparently the graduates were well adjusted to their several communities as each who was personally interviewed expressed happiness with his home and his surroundings. Even then, the one question in their minds—the one which caused the most concern—was the problem of war.

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This is the questionnaire form used in the 1935 follow-up.

### EAST AURORA HIGH SCHOOL CLASS OF 1935

Name \_\_\_\_\_ Address \_\_\_\_\_

Present Occupation \_\_\_\_\_ Annual Salary \_\_\_\_\_

School or college attended since graduation \_\_\_\_\_

Name of School	Course	Date Entered	Date Left	Reason for Leaving
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Working experience since graduation \_\_\_\_\_

Firm Name	Address	Date Entered	Date Left	Position
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

How did you secure your job? \_\_\_\_\_

What position do you hope to acquire in the next ten years? \_\_\_\_\_

What subjects do you consider as being the most valuable in high school? \_\_\_\_\_

What subjects do you consider should be taught in high school? \_\_\_\_\_

REMARKS AND SUGGESTIONS.

### *The National Honor Society*

As far back as the school exists, there are copies of the "ten weeks' honor roll." Report cards are issued every five weeks and every ten weeks the grades are averaged and the honor roll is issued. Those who secure a "2" average or above, which is the equivalent of a college "B" or from 85 per cent to 100 per cent, have their names published in the weekly newspaper and posted on the bulletin boards about the school. No other recognition is given.

In 1932, a chapter of the National Honor Society was established at the East Aurora High School. This or-



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ganization was selected because it emphasized other things besides scholarship. To scholarship must be added character, and to character must be added leadership, and to leadership must be added service. Membership is limited to the upper 15 per cent of the members of the senior class and not more than 10 per cent of this number may be selected during their junior year. Sophomores and freshmen are not eligible. McDaniel (61), after enumerating the values of the National Honor Society, states that the fact that it is nationwide gives it significance and prestige. Not only the guidance counselors but the entire faculty are impressed with the possibilities of the National Honor Society and hold up eligibility as one of the most outstanding achievements in the school life of any pupil. Candidates for membership must attain an average of 85 per cent and are then eligible for election by a faculty vote, the results of which are reviewed by the guidance staff. Students have not been allowed to vote upon these memberships. In a study made by Strang (100), it was found that there is a correlation of .685 between the faculty and student votes in places where such procedure is followed.

The activities of the group are numerous once they have been elected to membership. Members provide leadership for assemblies, run an "honor study hall," and organize and manage special holiday events.

**FOLLOW-UP OF NATIONAL HONOR SOCIETY MEMBERS.** It is difficult for a faculty or any group to select the outstanding 15 per cent of any class for membership in the National Honor Society. It is not easy to select those on the honor roll who have the most outstanding character, those who are the leaders of the future as well as the present, and those who will give the greatest service.

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One hundred and thirty-six pupils have been elected to membership during the ten years following the granting of the charter to the East Aurora High School. One hundred and thirty-four have been located and are accounted for in Table 7. All are employed or attending school or college. All might be termed successful as their activities are analyzed on the following pages.

Table 7. Vocation of members of the East Aurora Chapter of the National Honor Society.

VOCATION	NUMBER
Airfield Manager .....	1
Aeronautical engineer .....	1
Boys Club Director .....	1
Chemist .....	1
Deceased .....	1
Farming .....	1
Federal Bureau of Investigation .....	1
Furniture store manager .....	1
Garage owner .....	1
Graduate work in college .....	5
Lawyer .....	1
Married .....	22
Medical interne .....	2
Mining Engineer .....	1
Navy—Annapolis graduate .....	2
Newspaper .....	1
Nursing .....	1
Registered in college .....	62
Registered in high School .....	8
Secretaries .....	7
Teachers .....	10
Unknown .....	2
TOTAL .....	136

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A further analysis of the positions held by the graduates who were members of the National Honor Society, Table 7A, shows that twenty-five are in the professional field, four are in proprietary positions, eight are in clerical occupations, and two are unknown. In addition, twenty-two have married, eight are registered in high school as members of the senior class, sixty-two are in college, and one is deceased.

Table 7A. Occupational levels attained by the graduates who were members of the National Honor Society.

OCCUPATIONAL LEVEL	NUMBER
Professional -----	25
Proprietary -----	4
Clerical -----	8

Table 8 shows 77 per cent of the National Honor Society membership entered college and completed their work. Fourteen of those who had married were college graduates. While it is too early to draw any conclusions on the leadership abilities of these pupils, it is known that the aeronautical engineer is making rapid strides in his field of work and that one of the medical internes is said to have the requirements of a skilled surgeon.

Forty-five members of the East Aurora chapter of the National Honor Society have graduated from college, sixty-two are now registered in college, eight are seniors in high school, fourteen have no college training, and two are unreported, having moved from the section.

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Table 8. Showing the education secured by the members of the National Honor Society at East Aurora.

EDUCATION	NUMBER
College graduates .....	45
Registered in college .....	62
No college training .....	14
Registered in high school .....	8
Moved away—unknown .....	2

Younger members of the high school and even those in the seventh and eighth grades have asked for the requirements for membership. Some have stated on occasions that they were making their best efforts in order to win membership in this organization. It is known that several have achieved this ambition.

SUMMARY. One hundred and fourteen out of the one hundred and thirty-six members of the National Honor Society have had or are receiving college training. The eight who are now in school are planning on entering college for as much time as is possible. While it is difficult to define or measure success, it is the belief of the high school faculty that the members selected have fulfilled the trust and confidence placed in them. The influence of the organization upon the younger pupils is felt to be helpful and encouraging. While no direct measurements have been made, it is the general feeling among the faculty and the administration that the National Honor Society is a most helpful influence about the school. In the classification of occupations, it was found that more than three-fourths of those selected for membership in the National Honor Society had secured or were securing college training. It was also found that

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those who were employed, having completed their high school and college training, were mainly employed in the professional fields.

### *Analysis of Department Staff Allotments*

There are two counselors in the East Aurora High School, a man for the boys and a woman for the girls. Both spend two and one-half hours daily in direct instruction. One hour is given to the checking of tardiness and absence from class and school, and to counsel with cases which may be termed disciplinary. This leaves two and one-half hours daily for each advisor for counseling purposes. This, the counselors feel, has been time enough for direct interviews but allows no time for notations or for preparation for the interview. The records kept by the counselors reveal that an average of 29 minutes is given each pupil. This would average five pupils a day, or 500 pupils during the semester. There are 620 pupils registered in the High School. This would seem to indicate that additional time should be made available for counseling purposes. Diederich (23) suggests an "overflow" period preferable after lunch each day which might be helpful. This has not been necessary for the East Aurora counselors have been preparing for the interviews on the afternoon of the day preceding the interview itself. Strang (73) suggests leaving the pupils "that are in less need of counseling." This has been done in a few cases and it has been found that those cases which were left as being in less need were the brighter boys and girls whose real need for counseling was probably as vital as those problems that received the attention of the counselors. It is thought by many school people that the bright pupils will get through anyway, hence they seem to cause less concern. Figure 3 gives a graphic view of the six hour day given

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by the counselor at the East Aurora High School. This does not include the afternoon work during which time they were preparing for the interviews of the following day.

Fig. 3. The division of the six hour day of the counselors of the East Aurora High School.

COUNSELING 2½ Hours	
ADM. WORK	
DIRECT INST. 2½ Hours	

**DISCIPLINARY CASES.** Approximately, one hour a day is given by both counselors to checking absences, tardiness and disciplinary work. Bristow (10) suggests that where the child is involved in disciplinary action, he should be allowed to go to the counselor and if he is able to arrive at a solution himself with the aid of the counselor, he should be allowed to discuss it. Each counselor tries to keep a daily record of counseling activities which is a difficult thing to do. An analysis of the disciplinary cases over the past three years reveals that a great majority were of minor importance and should have been handled by the classroom teacher himself. Ninety per cent of the cases were in this group. The other ten per cent proved to be of major consideration not alone to the guidance staff but to the principal and parents, and in a few cases to the police as well. The best opinion seems to be that discipline is not a part of the counselor's tasks yet, in counseling with pupils, advisors find that it is necessary to use discipline. If the counselor is fair in the discipline imposed, the pupil apparently harbors no ill feelings. It is felt by some coun-

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selors that they stand *in loco parentis* and that there are many pupils who prefer to discuss their troubles with the counselor and obtain his advice.

SUMMARY. Two and one-half hours out of each six hour day are given directly to counseling by each member of the guidance staff. One hour is given to administrative duties, and two and one-half hours to direct instruction in the classroom. It was found that the counselor could average five pupils each day. This would average 500 pupils for the school semester. Plans should be made to obtain clerical assistance in order that each counselor might devote more time directly to the pupil.

## *Chapter IV*

# Effects of Guidance on Those Attending College

Before guidance services were made available to the pupils, very little, if any emphasis was placed upon who should go to college or to the selection of a college suited to the needs of the pupil. A small number of catalogues were made available in most of the schools where the pupil had an opportunity to browse through them if he so inclined. In the main, those who went to college did so because their parents had or because they had sufficient interest to seek information upon the possibilities of so doing. The final selection of a college was based upon family ambition, or the recommendation of some interested teacher or alumnus. Most of the area high schools were small, however, and the student body was more or less a select group whose primary purpose was preparation for college. Now the philosophy of the high school has changed. Training in agriculture, some vocational shop work, and business are offered as well as the hallowed purely academic preparation for college.

There are parents who still believe that the college degree is the open gateway to fame and fortune for their particular son or daughter; that the college degree will guaranty a good job, eventual financial security, and a reputable station in society. That one of the pupils who lives "uptown" won a scholarship is sufficient reason why such things should be available to all pupils in the public high school regardless of the degree of intelligence of the



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pupil, his intellectual interests and accomplishments, and his environment.

But the able student who understands thoroughly the kind of a course he wants is still faced with the task of selecting a particular college or university from among the thousand or more available. It is the feeling of the guidance counselors that the pupil should attend a college which makes a specialty of the course which the pupil intends to enter and, which is more important, where the general level of ability is commensurate with that of the pupil. That colleges differ in this respect is shown by the fact that the median level of intelligence test scores range from 78 in one college to 249 in another college. (89).

**BASIS FOR SELECTING A COLLEGE.** The advisors have led the pupil thinking into the selection of a college where the student has the qualifications necessary to meet success at that particular college. Besides intelligence tests, they have made use of the grades earned upon examinations with special emphasis upon those earned in a Regents' examination, they have considered various aptitude tests to discover special talents and tried to aid him in the selection of a college where his education is likely to reach its highest development.

**NUMBER CHANGING THEIR COURSE IN COLLEGE.** Over the past ten years, about 35 per cent of graduates of East Aurora High School, for example, have attended some college. Beginning with the freshman year in high school, each pupil is called to the guidance office at least once each semester in order that he may discuss the matter of what subjects he is to take or any other problem that he may wish to bring to the attention of the counselor or any other problem which the counselor may wish to bring up. This, by the way, applies to all pupils as well as those

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who wish to enter college. A special counselor works with the pupils in the seventh and eighth grades. As a result of this procedure, records show a steadily decreasing tendency on the part of students to change the course after entering college. To be exact, out of twenty pupils to enter college in 1930, eight changed their courses after from one semester to one year in residence. In 1940, records show that only one out of the thirty-nine changed his course and during the college year 1941-42, none changed his course. Over a period of twelve years, this represents an average increase of 39 per cent in number of students who have determined to continue the course which they originally intended to follow when they left high school.

**CORRELATIONS COMPUTED ON STUDENTS ENTERING COLLEGE.** Several sets of correlations were computed in order to show the relationship of the various factors which may have been influenced by guidance services. These coefficients of correlation were worked out on the basis of the records made by various pupils who entered many different colleges and universities. The various factors, which are shown in Table 4, include the Regents' average, the student's college success as shown by the grades which he earned in college, the intelligence quotient, the rank in class, and the college as shown by the Carnegie study (86). The college level was secured by using the median of the gross scores made on the American Council on Education psychological examination and published in 1934. Their tabulations were made on the scores earned by 52,435 students in 240 different colleges (86)

**COMPARISON OF REGENTS' AVERAGE AND COLLEGE GRADES.** As an aid in estimating the value of guidance to the high school pupils who had gone to college, a com-

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parison was made of the Regents' average and the grades earned during the freshman year in college both before and after guidance services were made available in the high school. A comparison of similar studies made by Dr. Ruth E. Strang (74) is shown in Table 9.

Table 9. Coefficient of correlation between average high school and average college grades made in specific colleges.

Investigator	Year	Coefficient of Correlation
Bixler	1932	.52
Crawford and Burnham	1932	.57
Dearborn	1931	.81
Gilkey	1929	.50
Goldthorp	1929	.61
Lincoln	1919	.69
McCroy	1926	.65
Odell	1927	.55
Potthoff	1928	.52
Scartes	1924	.68

In a similar study, Segal (60) gives a table of twenty-four such investigations which gives a median coefficient of correlation of .55. Segal and Profitt (69) gathered the same data on 10,404 cases which gives a coefficient of correlation of .52. This is based upon studies made at six different universities. An investigation was made by Jones of this same question at the University of Buffalo and he found a coefficient of correlation of .38 for the men and .51 for the women over a four-year period of study. Using a special homogeneous group, Wagner (90) secured a coefficient of correlation of .64 based upon 604 cases at the University of Buffalo.

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A comparison of the Regents' grades and the freshman college grades earned by fifty-two pupils of East Aurora High School before introduction of guidance services shows a coefficient of correlation of  $.55 \pm .08$ . It should be noticed that the correlation secured upon the fifty-two cases of pupils who worked without the assistance of the guidance counselors is within two points of that found in the investigation of over 10,000 cases as reported by Segal and Profitt (69). When the coefficient of correlation is computed on the 212 cases of students who worked with the counselors, it was found to be  $.39 \pm .04$ . If the students enter the same college from the same high school, the correlation would be expected to be high since ability tends to perpetuate itself. No study of this sort has been found. The correlation found at the University of Buffalo on students from many high schools was  $.54$  (90).

**THE EFFECT OF GUIDANCE SERVICES.** Coefficients of correlation were computed on the various factors which were influenced by the guidance services. The coefficient of correlation, both before and after guidance services were available, are shown in Table 10.

Table 10. Coefficients of correlation on various factors influenced by guidance services.

Factors	Before Guidance	After Guidance
Regents average — College average	$.55 \pm .08$	$.39 \pm .04$
I. Q. — College average	$.62 \pm .07$	$.40 \pm .06$
I. Q. — Regents' average	$.72 \pm .06$	$.61 \pm .04$
Regents average — Rank in class	$.83 \pm .09$	$.84 \pm .04$
College average — Rank in class	$.21 \pm .07$	$.27 \pm .03$
I. Q. — College level	$-.03$	$.48 \pm .08$
Regents average — College level	$.29 \pm .02$	$.43 \pm .10$
College average — College level	$.11 \pm .01$	$.19 \pm .01$

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A study of the 212 cases who entered college after guidance services were available and the pupils had the advantages of the efforts of the guidance counselors gives new food for thought. The coefficient of correlation based on these 212 cases after guidance services had been given was  $.39 = .04$ . As previously mentioned, the counselors carefully consider the mental ability of the pupil. If the pupil has a high degree of intelligence, he is given a wide choice of selections when he decides upon college. The pupil with the lower grade of intelligence is advised to make his choice from a relatively small group of colleges whose general level of achievement is not as high as the other colleges.

Should we contemplate higher education for all who want it? Parents and pupils have come to accept the maxim that any high school graduate and even those just planning their high school careers who want to go to college have that right regardless of their intellectual ability and curiosity, their capacity, or their means of financing a college career. The college makes its choice from among those applying for admission. If the high school exercises little preliminary selection, then the amount of choice left to the college is not good.

Yet we have colleges of every known degree and variety of purpose. That there are colleges whose median intelligence quotient is about the same as that of a senior class of a high school is a proven fact as shown by the Carnegie studies (86). Too, the liberal arts teachers want one type of student while the engineers and scientists visualize quite a different type as their ideal for admission. Yet the individual incentives, new subjects for which a specific use may be assigned, illness, self-support, activities outside the classroom, the influence of advisors all may enter into the proceedings.

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In making a general study of the material found in Table 10 which is concerned with the factors influenced by guidance services, one is amazed at the increased coefficient of correlation between the intelligence quotient and the college level. Before guidance services were made available to the students, the correlation between the intelligence quotient and the level of the particular college which the student attended was  $-.03$ . After the guidance services were made available to the pupils, however, the coefficient of correlation became  $.48 \pm .08$ . In other words the correlation may vary from  $.40$  to  $.56$  after guidance services were made available to the pupils. There is a similar implication throughout the entire table that the guidance services have had a most helpful influence upon the proper selection of a college. It will be noticed that correlations throughout this section of the study point to the fact again and again that the guidance given to the future college student has been most helpful with his college success. With the probable error of  $.08$  there is a high degree of reliability as the correlation itself is six times the probable error.

That the counsel of the guidance people is helpful and that it has achieved results is borne out by the fact that a lower degree of correlation exists between the high school Regents' average and the grades earned in college during the freshman year. The correlation, it will be recalled, changed from  $.55$  before guidance was given to the pupils to  $.39$  after such service was available. The higher degree of correlation would seem to indicate that, in some cases, pupils have entered college wherein their mental ability was not on a level with the average of the college. The main way to judge the success of a student in college is by the marks which the student receives. The lower degree of correlation makes it appear that the students are

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better adjusted mentally to the college they attend and thus, undoubtedly, are better adjusted in every other way. It also shows that the counselors have used the information concerning colleges that is available and the pupils have listened to and followed the counsel of their advisors. A well-adjusted student in college, who selected the college with the counsel and advice of the guidance officials, should cause a favorable reaction within the village or city which the school serves and toward the guidance department in particular.

It has been pointed out that the guidance counselors make an effort to select and counsel with pupils who are of college material and tactfully try to encourage others to select and follow non-college courses. Potential college material is selected through the medium of intelligence tests, the pupil's intellectual interests, his high school Regents' grades, his health, some particular ability as in art, his economic status, and his vocational plans. No one method is used in making a judgment concerning the pupils to the exclusion of all the others.

That final judgment as to college ability cannot be based upon one subject or group of subjects is attested by the fact that Wagner (98) found the correlation in various subjects and college success ranged from  $-.04$  in commercial arithmetic to  $.65$  in a foreign language. Using all statistics that are available, the guidance counselors have changed the coefficient of correlation between the Regents' grades and the freshman college average from  $.55$  without counseling service to  $.39$  when such services are available. If a pupil has an average of 75 per cent to 80 per cent he, obviously, would not be encouraged to enter college where the median mental ability should secure higher college grades than those he earned in high school. A pupil with a Regents' average of 90 per cent or above

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will make a satisfactory college record in any university if he has the other prerequisites as mentioned in the preceding paragraph. It was further stated by Wagner (97).

"A college wishing to raise its standards might do well to refuse admission to students with Regents' average below 75 per cent and perhaps those between 75 per cent and 80 per cent. Even students entering with averages between 80 per cent and 85 per cent might well be told that there is a one in five chance of their not being satisfactory."

That is probably true at the University of Buffalo. Too, the University of Michigan will not accept any subject for admission in which the grade is below 75 per cent, while Princeton requires 85 per cent. There are colleges, however, who will accept students whose average is 75 per cent or less and there is a probability that the student will be able to meet the graduation requirements of that college. Just how valuable the training which is given will be or the value that is attached to the degree is open to question. Perhaps a sense of satisfaction has been acquired and the student may feel a sense of accomplishment regardless of the vocation which he may be following. That, in itself, may be worth the effort.

**INFLUENCE OF THE INTELLIGENCE QUOTIENT ON HIGH SCHOOL RESULTS.** The guidance counselors have placed considerable emphasis on the results of intelligence tests as one means of selecting potential college material. Obviously, other things are taken into consideration, as has been mentioned throughout this chapter, such as the scholastic record and the ambition of the pupil and his parents. Yet, while no sharp lines are drawn, it is the experience of the counselors that a pupil with an intelligence quotient of 110 and over may be regarded as a possible college prospect. It was found by Klein (55)



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that the highest percentage of failures in the high school had an intelligence quotient from 90 to 95. The counselors have tried to secure work from each high school student commensurate with his ability and the teachers have been instructed to make this same effort. As a partial result, the percentage of pupils passing the number of Regents' examinations written has steadily increased through the period of time that the counselors have worked with the pupils. It is now well past the state average. In the opinion of the writer, this increase in percentage of pupils passing the final examinations may be attributed largely to the efforts of the guidance counselors as there were but few faculty changes during the same period of time.

INTELLIGENCE AND COLLEGE SUCCESS. A study was made by O'Brien of 3,780 high school graduates who were given the Terman Group Test of Mental Ability. Of the 35 per cent who entered college, 65 per cent were above the median intelligence of the entire group. Binnewein (11) secured a coefficient of correlation of .49 between the I. Q. as measured by the Terman Group Test and college success, while Guider (31) in a study of this same question found a degree of correlation of .52 but Toll (87) found the correlation to be .28. Before guidance services were available in the schools studied, the coefficient of correlation between the intelligence as measured by the Terman Group Test of Mental Ability and the success during the first year of college was  $.62 \pm .07$ .

The highest grade earned by a pupil with a maximum intelligence quotient of 114 was from 75 per cent to 79 per cent. Those whose intelligence quotients were between 115 and 119 reached their peak of grades in college in the 85 per cent to 89 per cent group. No pupil with an intelligence quotient below 120 earned a grade of 90 per cent

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or above in college. The mean grade was 77.5 per cent. The relationships which have been discussed are shown in a scatter diagram in Figure 4.

Fig. 4. Relationship of the intelligence quotient and the college average before guidance was given.

	100- 104	105- 109	110- 114	115- 119	120- 124	125- 129	130- 134
95-99					2		
90-94							2
85-89				4	4		
80-84					2		
75-79	6	4	4	8			
70-74	6		4	2			
65-69	2						

The correlation was next computed between the intelligence quotient and the freshman college average based on 212 cases of those who had the advantages of counseling services. It was found to be  $.397 \pm .059$ . This corroborates the findings between the high school average and the college both before and after counseling services were given to the high school pupils. It again emphasizes the fact that the counselors are performing a satisfactory piece of work both from the standpoint of the college and the general adjustment of youth.

After guidance was given, the pupil with the maximum intelligence quotient of 114 earned grades as high as 94 per cent in college. Four pupils with intelligence ratings from 100 to 104 I. Q. earned grades of 90 per cent to 94 per cent in their college work. After guidance services were made available to the pupils, the mean grade was raised 10 per cent or to a grade of 82.5 per cent. Over forty different colleges were represented.

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Fig. 5 — Relationship of intelligence quotient and college average after guidance was given.

	65-69	70-74	75-79	80-84	85-89	90-94	95-99
90-94	2	2	2				
95-99	4		2				
100-104	2	2	5	4		4	
105-109			4		1		
110-114	4	4	14	6	13	2	
115-119	4	4	14	10	10		
120-124	2	1	3	2	8		2
125-129	2	6	4	2	6	4	
130-139				2		4	2

**RANK IN CLASS AND COLLEGE SUCCESS.** Practically every form for admission to college that the writer has ever filled out or examined has asked for the rank of the applicant in his high school class. Many of the colleges state that they are not interested in any pupil who ranks in the lower third of his class. It is stated by Strang (78) that the predictive value of the rank in the high school class has been found to be more satisfactory than "on the basis of the number of credits or subjects taken." It was announced by Beatty and Cleaton (5) that those in the lower quartile of the high school class have one chance in fifty of carrying freshman work in a satisfactory manner, while Boucher (15) Johnson (46) and Garrett (31) found that those who rank in the lower quartile are seldom able to do college work. It was found by Jones (32) that some of those who ranked in the lower half of the class were successful or partially so through the carrying on of a "How to Study" course given previous to the opening of the college year. That those pupils in the lower quartile of their class neither are satisfactory high school

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pupils nor appear as promising college material seems obvious. Yet the coefficient of correlation between the rank in class and the college record for the freshman year is  $27 \pm .016$ . Before the pupils had the advantages of the services of the counselors, it was  $.21 \pm .07$ . It was emphasized by Harbeson (32) that it is "indefensible from a scientific point of view" to divide the high school graduates into a recommended and a non-recommended group for college training. If colleges made their selection on this basis alone, such a statement might be true. But there is little use in sending a youth to college if he does not have the mental ability or willingness to carry on college work. In such a case, it becomes an investment which pays little or no dividends. The correlations bear out the fact that the counselors are selecting the proper material to send to college.

INTELLIGENCE QUOTIENT AND COLLEGE LEVEL. Before the counseling services were available, the coefficient of correlation between the intelligence quotient and the college level was  $-.03$ . After the counselors had worked with this problem, the correlation was  $.48 \pm .08$ . Again it shows that the attempt by the counselors to place the student in a college which is near his level or ability is improving. The college student is better adjusted mentally and hence his success should be more marked. It is the desire of the counselors to recommend the most capable students for more advanced training. The mental test is evidently one of the criteria which may be used in making this selection. If it was known with certainty, the limit of intelligence below which college success was impossible, the problem of counseling potential college material would be greatly simplified. No investigation has ever shown that such limits could be set up. Hence, the mental test will simply remain as one of the criteria. Yet

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this remains one of the amazing changes found in this study.

**REGENTS' AVERAGE AND COLLEGE LEVEL.** When the Regents' average was correlated with the college level as shown by the Carnegie study (86) a coefficient of correlation of  $.29 \pm .02$  was secured before guidance and  $.43 \pm .10$  was found after guidance had been given. Evidently the Regents' examinations do measure another important factor in college success. The pupil who has an average Regents' record during his four years of high school has a very small chance of making a success in a college of good standing. Other things taken into consideration, he had better seek a college where the grade of work is commensurate with that which he did in high school.

**PARTIAL CORRELATIONS.** In the discussion of correlation between two paired series of measures, high agreement may be due to some unconsidered factor. In other words, the correlation may yield a result which is, in part, fallacious in so far as the agreement between the two paired series of measures is concerned.

Partial correlations were run on all series used in this chapter but no results of any special significance were secured.

**SUMMARY.** The result of study and critical thinking appear to emphasize the difficulty of preparing an adequate meaningful picture of the pupil preparing for college. Guidance is valuable in that the results show a lower correlation between high school average and the average for the freshman year in college. Thus a better selection is made with the counsel of the guidance officer when the time comes to choose a college. The intelligence quotient secured on a group test such as the Terman Test and the average earned in the New York State Regents'

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examinations vie with each other in their predictive value whereas the rank in class becomes a more important factor after the guidance becomes available to the pupil, although it is not considered statistically reliable.

The human personality is a complex thing at its best. It would appear from this study and others that there are many other aspects of the many-sided individual which should be taken into consideration. While Strang (48) reports that personality tests bear little relationship to the college marks, an extensive testing program will give the principal and the counselors more knowledge of the individual pupil. An extensive cumulative record becomes a necessity. It is said by Strang (75), "Prediction based on data from a cumulative record involving, as they do, the many-sided aspects of the individual seems to be the most satisfactory basis on which to advise boys and girls." The results of an extensive testing program and a complete cumulative record of the pupil plus a knowledge of his background should make the counselor of greater value to the pupil and hence of greater service to the college and the high school.

The most amazing change effected by the guidance counselors is the relationship between the intelligence quotient and the college level. This is  $-.03$  before guidance services were available and  $.48$  after such services were available. Without conscious endeavor to change any conditions, proper guidance toward the selection of a college brought this change about.

## *Chapter V*

# Broadening the Curriculum

It seems that the outstanding weakness of the guidance department over the past ten years has been the degree to which it has failed to provide or direct any program for the pupils who do not, for one reason or another, intend to go to college. This is not entirely the fault of the guidance staff. The principal emphasis has been directed toward college material. There is no intention here to minimize the importance of this group. On the other hand, it is known that approximately 60 per cent or more of the high school graduating class do not go to college, and it is essential that an increasing amount of interest be devoted to the latter group. It is probable that the future tendency, as far as the school is concerned, will be in that direction. Limited as such guidance has been, it is interesting to review what has been accomplished. With the increased emphasis placed on non-college material, it is not the intention of the administrators to lessen the good work which is being done with the college material. If additional help is needed to carry on the work, that help will be provided.

**INCREASED EMPHASIS ON AGRICULTURE.** According to the records compiled, the agriculture department was the most advanced section in the high school vocational program. Moreover, much progress has been made in recent years in this department. In the first place, there has been a change in the ultimate aims of the department. In early years, there was too strong emphasis on the theory

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of agriculture and too little on the actual project work. Now there is strong emphasis on the project work. As a result of this change in objectives, brought about by teachers mainly, each pupil taking a course in agriculture is now obliged to complete certain specific out-of-school projects during the year. In the second place, equipment with which this department was supplied was wholly inadequate. Today, the budget provides for a liberal allotment for this department alone and it is equipped with stationary material which is believed to be second to none in the state. This equipment consists of milk testing apparatus with washers, a blacksmith's forge, incubators with all necessary equipment to take care of baby chicks, tools for which all kinds of farm repair may be carried on, and a small reference library. One year, because of the room and equipment, the school was selected as a general training school for tractor repair instruction.

During the past ten years, the department has nearly doubled in size. Thirty-two have been graduated with the diploma in agriculture. Eight have taken advanced training in agriculture at the State College of Agriculture at Cornell University. One is teaching agriculture. All have jobs and seven own their own farms. Each boy that has been graduated from the agriculture course has been able to work and earn his own living. The agriculture instructor believes that there is an opportunity for more boys to train in this field and obtain employment. The agriculture for the second, third, and fourth years occupies two periods a day. Spaulding (72) found that 60 per cent of the rural areas do not have a program in agriculture. The courses offered in the New York State high schools is strictly vocational and offer little of direct value for non-vocational purposes.



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INCREASED EMPHASIS ON COMMERCIAL WORK. When the guidance department was first established in the East Aurora High School, the commercial department was limited to one class in business English, two classes typewriting and one in bookkeeping. At that time, the work was supervised by one instructor. Today, the department consists of three full-time commercial teachers and advanced shorthand, advanced bookkeeping, and introduction to business have been added to the curriculum. Over a period of ten years, registration in this department has increased from ten pupils receiving the commercial diploma to a total of thirty receiving the commercial diploma in 1940.

Fig. 6. Growth of the commercial department during a ten year growth.

DIPLOMAS	DIPLOMAS
1930	1940
10	36

In 1930, the school possessed twelve typewriters, today it has thirty-five. In addition, it gives instruction in the use of the adding machine, the calculators, filing, and the use of the dictaphone.

Numerous trips are made to leading concerns in the village as well as in Buffalo, whereby each one of the business classes is given an opportunity to observe the requirements demanded of commercial pupils in the business world. As a result of this, ninety-one pupils in the last three years have had an opportunity to study how a commercial employee works when he is paid by a profit-run concern for doing so.

The incomplete follow-up studies that have been made disclose that the pupils who complete the training in agri-

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culture and commercial work were able to secure employment if they so desired. To be sure, some work appeared as "made jobs" yet the workers were able to feel that they were making their own way in the world. This information is shown in the records available at the East Aurora High School.

**INCREASED EMPHASIS ON SHOP WORK.** With the completion of the new school year in 1932, a new shop project was started on the basis of what was then limited to one manual training class. Today, the department hires two full-time instructors and its scope has been extended to include such projects as all aspects of elementary wood-working, aviation mechanics, metal arts, mechanical drawing, printing and bookbinding. In 1930, the shop course was limited to high school pupils only and registered only eighteen students. Today, the courses extend from the seventh grade to the twelfth grade inclusive. The total registration in all aspects of the work is over 150 boys.

In an honest effort to bring the ways of life closer to the pupils, arrangements have been made to have the members of the shop classes visit industries during the year. This activity was curtailed during the war years but it is planned to renew it now that a bus is available during the school day.

From a few crude tables and outmoded tools, the department has grown to include a machine shop, a wood-working shop, mechanical drawing room, and a print shop.

**FUTURE HOPES FOR INCREASED VOCATIONAL TRAINING.** As at least 60 per cent of each graduating class of the suburban high school do not attend college but intend to enter skilled or semi-skilled occupations, the writer realizes the woeful lack of opportunity which the school provides for the training of such pupils. It appears to be the same throughout New York. Spaulding (72) found that there

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were 110 villages and cities of 5000 population and over, nearly all of which are in industrial communities. Ninety-seven made no provision for vocational, industrial, or technical training.

The shop classes in the average suburban high school, as they are now planned and taught, are not intended as vocational training as in the case of the courses in agriculture. The shop courses are organized in such a way as to allow the pupil to secure the maximum of "try-out" experiences in woodworking, printing and bookbinding, metal work, and auto mechanics. The instruction is largely individualized. The problem lies in the fact that those who discover a field in which they would like to have training, have no means of acquiring that training. Bell (8) found that 18 per cent of the pupils desired vocational training which they were unable to secure.

It is difficult to break away from the trained-for-college attitude and, as most vocational courses require considerable equipment, it is difficult to find the funds with which to extend the program. However, the guidance department is hoping to further this phase of education with the cooperation of the business men of the immediate vicinity as outlined in the preceding chapter. This plan, however, will not be sufficient to meet the plans of all the pupils now enrolled if each one wishes to participate in the plan. One of Inglis' (45) aims of secondary education includes the preparation of the pupil as a prospective worker and producer—the economic-vocational aim. Dewey (23) stated that one of the fundamental aims of education is vocational efficiency, yet East Aurora continues to train thirty to forty pupils, who are not entering college, each year in the college entrance course—a course which will have little or no practical value for them.

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A COUNTY VOCATIONAL SCHOOL. That many of the school administrators of the vicinity are aware of this problem is shown by the fact that they have discussed the possibility of erecting a vocational school for the county outside of Buffalo or even for the judicial district. It is one of the problems of current discussion and not a problem to be solved by this study. The East Aurora Schools superintendent is working on that particular phase of the problem. There are many questions which arise. How shall it be operated? Shall it be done under the supervision of a board appointed by the Governor like the State Teachers College Board? Shall it cover just the last three years of high school or include training on the junior college level? These are some of the questions which must be solved if we are to provide adequate training for youth.

## *Chapter VI*

# Summary and Conclusions Based on Study

There has been no part of the guidance program studied which showed a negative value. There has been no measurement made of the program which did not show that the guidance staff has been helpful to the individual pupils. In this complex civilization, the pupil is faced with a bewildering choice of vocations and avocations. It seems to be the job of the school to prepare the child to adequately make a selection based on his interests, aptitudes and ambitions which will testify to the value of education in a democracy. While it is difficult to measure the changing ambitions and the varying interests of the pupil, efforts must be made to assist him to select a vocational field, for upon this decision rests his educational plans. Hence it behooves the school to know the pupil in order to direct and to develop his possibilities, his ambitions, and his interests. The information which gives a more adequate picture of youth will come from all phases of the guidance program. The guidance staff must take "all the children of all the people" and prepare each for the highest degree of citizenship possible through a study of his mental ability and his physical and social endowments, and thus assist him to find a path to his aspirations. At the same time, guidance is not a cure-all for the youth problem. It does study the individual and assist him in so far as possible to make the best possible adjustment. How the high school may partially do this is indicated by the

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activities which this study makes an attempt to evaluate. These activities will be briefly summarized in the succeeding paragraphs.

CONCLUSIONS BASED ON THE STUDY OF OCCUPATIONS. Sixty-six per cent of the pupils who studied occupations chose the vocation which they followed while they were registered in high school. The selection of an occupation had no effect on the scholarship of the individual. Those pupils of equal intelligence who did not select their future vocation and did not know what career they would follow, did just as good work on the average as those who had more definite aims for the future. The one negative value discovered in this study was the correlation of .19 which existed between the average grades of the pupil and the occupation level to which he aspired. It was learned in the personnel office at the University of Buffalo that this is typical of the residential areas. A vital need was shown for the program of individual analysis and testing by the counselors.

CONCLUSIONS BASED ON HIGH SCHOOL AND COLLEGE SUCCESS. It is with the college group that the counselors have been doing their best job. While the college students form only about 35 per cent of the total number of the senior class of the East Aurora High School, it is a very important part. It has been shown through the correlations computed that the guidance counselors have been most helpful in assisting the pupils in the selection of a college. While the relationship of the intelligence quotient and the college level shows one of the most amazing changes, the counselors have not used this measure as the sole criteria. It has been considered as one of the measures just as grades earned on the Regents' examinations were considered. The lowering of all the coefficients of

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correlation between ability level and college level shows that the counselors are making progress in the right direction. Without conscious endeavor to change any condition, proper guidance toward the selection of a college fitted to the correct level of the pupil brought about desirable changes.

A real need of the counselors, as has been pointed out, is a battery of tests which will aid him in the selection of college material, the vocational interests, and a better measure of the ability of the pupil while in high school. Only with the use of measuring tests, will the counselor be able to increase his usefulness to the high school pupil who will attend college.

There are other pupils who should have the advantages of college training but they have been unable to secure such training because of finances. The success of the counselors in obtaining scholarships for worthy cases will be discussed under a separate heading. Proof was made that the selection of a college had been improved, that there was a better adjustment of the pupil to the college, and that the general scholarship of the high school had been improved. In fact the teachers and counselors have made remarkable strides in raising the scholastic level of the high school. This success has been achieved through counseling with the individual and especially with those whose average at the regular report card period was low. Too, the general members of the faculty have their share in the credit for there has been excellent cooperation between the faculty members and the counselors.

CONCLUSIONS BASED ON SCHOLARSHIP AID. Although there are many cases of pupils who were college material but have not gone to college because of financial reasons, the counselors have made continuous progress during the past ten years in securing scholarships for needy

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pupils. A follow-up of the college pupils who had secured scholarships showed that all had made success of their college work. The counselors are aware that all needy college material has not received scholastic aid yet they are using their energy to correct this need and their progress shows that they are meeting with increasing success.

CONCLUSIONS BASED ON FULL-TIME AND PART-TIME EMPLOYMENT. While the part-time employment has been of an uneducative and uninteresting nature, it has given to many pupils an opportunity to earn spending money and assist needy cases with necessities. It is thought that this part-time work has established desirable work habits and that it has brought an increased amount of self-respect to the pupil in that he can depend upon his own earnings to a certain extent and not feel that he is entirely dependent upon his parents or that he must do without. The full-time employment obtained by the school has been very small. It is felt that the school should cooperate with others in the vicinity to place more pupils, once such pupils have prepared themselves for a place in the vocational world. That the school has made so few attempts in this direction is looked upon as one of the outstanding weaknesses of the guidance system. A suggestion concerning a student placement officer is treated in detail in the final chapter of this study.

CONCLUSIONS BASED ON THE FIVE-YEAR FOLLOW-UP. The follow-up of the class of 1935, disclosed that thirty out of ninety-three have gone to college and that twenty-two have completed their college work. About two-thirds have followed the occupation which they selected while they were in high school. Those who did not go to college, those who did not complete their courses, and the college graduates were employed. It was found that the guidance



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staff had done little or nothing to assist them in obtaining their employment. This is one of the outstanding points at which the guidance staff may improve its work. While guidance work is difficult to measure, it is concluded that the follow-up is one of the best ways to appraise the efficiency of the guidance staff.

**CONCLUSIONS CONCERNING THE NATIONAL HONOR SOCIETY.** Eighty-four percent of the members of the National Honor Society have attended or are attending college. The vocational achievements of the members show them to be on a high occupational level. It is felt that the influence of this organization throughout the school is most helpful and inspiring because of the prestige which it has in the school. The successful achievements of the members speak well for the judgment of the faculty who had selected these pupils for membership.

**CONCLUSIONS CONCERNING DEPARTMENT STAFF ALLOWANCES.** It was found that the members of the guidance staff devoted two and a half hours out of a six hour day to counseling activities. It was proven that this is not enough time. A strict scrutiny of their other activities discloses that one hour daily is given to discipline problems, 90 per cent of which were considered to be of a minor nature. They were made up of the type of cases which a good teacher will handle in her own way and does not appeal to the office for aid in maintaining classroom order.

**COUNSELING ON THE ACTIVITY PERIOD.** The general opinion of the faculty was that the adjustment of the pupil who had participated in the activity period was much better than those who did not participate. Over 98 per cent of the pupils had some active part hence the comparison may be an incorrect one. It is the consensus of the

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faculty that the activity period should be continued with certain adjustments. The activity period was dropped from the East Aurora High School schedule because of the curtailment of the staff of the school. Those clubs which brought the greatest value to the pupils were made a regular part of the schedule of the school. The adjustment of the pupil to the college would be better if he were able to participate in such club work. Hartshorne brought out this fact in his study at Yale (37).

CONCLUSIONS CONCERNING THE BROADENING OF THE CURRICULUM. The most notable progress with the non-college material has been made along the lines of agriculture which is taught purely as a vocational subject. There is no part of the agriculture program which would be helpful as a single course to a pupil not following the agriculture course. The work in the wood shop has been non-vocational but it has assisted the pupil in the opinion of the counselors to locate a field of interest. The course in general woodworking has been especially popular with the boys as such a course would assist them in several different hobbies. The same point might be made with those who were taking auto mechanics in that several have built over motors to use as power in their workshops and on the farms. The work in the commercial field has been successful and pupils who have completed the course have found positions. Others who have planned on college training have found that typewriting and shorthand have been very helpful to them in their college work.

Research is needed concerning the drop-outs to ascertain those activities which the school must have to better prepare this type of pupil for his adjustment in the vocational world. It appears that the plans in the process of being worked out with the Kiwanis Club will be helpful to those boys and girls who will not enter any higher insti-

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tution of learning. The activities and study on the part of local schoolmen concerning the establishment of a vocational training school should be encouraged in order to care for the vocational-minded youth.

CONCLUDING SUMMARY. The school has been improved through the work of the guidance counselors in a scholastic sense as well as in the pupils who have gone to college. It is felt that a more extensive study of the potential college material should be made through the addition of a testing system and additions to the school record system. Those who are unable to attend college because of financial need and of proved college caliber should be helped through the medium of college scholarships. The non-college boys and girls need further training and different training than that which is now offered by the majority of high schools. There is a vital need of training for those pupils who desire to enter the skilled and semi-skilled fields of work. It is obvious that the school is fulfilling a need for further training of a vocational nature. There is urgent need for the services of a placement officer.

The guidance staff needs to have an opportunity of securing a wider and more extensive view of the available vocations which the high school pupil may enter. The staff needs to have its work correlated with that of a larger area. The follow-up reveals that all of the pupils will not and cannot secure their vocations in East Aurora. Hence the counselor must have available information as to possible openings elsewhere. There is no time at their disposal whereby this information can be made accessible to them nor are there any means at the present of securing such information. The school administrators must have more information as to the possible vocations available and the demands of these vocations, if they are to have the

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subjects necessary for the pupils. Super (81) finds a distinct relationship between the vocation and the avocation hence greater attention should be given to allotting time for pupil activities and pupil needs. The avocation is also important in a successful vocational career

How all this may be accomplished will be discussed fully in the concluding chapter.

## *Chapter VII*

# Implications for the High School System

As one reviews what has been done and what has been attempted, one is impressed with the fact that a larger geographical area must be covered to bring about not only vocational school training but also to make it possible to secure expert services in guidance, to make a greater opportunity and knowledge of placement available, and to secure a larger number of cases for research, thus making the results more valuable. One way that such a condition might be brought about would be to establish a guidance department over a wider geographical area. Several high school administrative officers of the immediate area are interested in such a plan. Superintendent Bumgardner of East Aurora issued the following statement for such a plan:

"The area schools should hire a director of guidance and a medical man trained along mental lines, together with a girl trained to do testing and interviewing. It would be a great improvement over our present program. It seems to me that the matter of arranging salaries would have to be on the enrolled pupil basis with the time allotment on the general percentage division. A liberal interpretation of the percentage division should be made in favor of the smaller schools involved so that they would get enough time to really achieve substantial benefits. The counseling service in each school would gain sub-

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stantially through its contacts with a general staff, especially trained, who could see the whole picture of the area and who, at the same time are responsible to the area. Such a program is a matter of education in states where county organization is as non-existent as we find it here."

**PROPOSED STAFF OF EXPERTS.** The general set-up in the creation of such a program would call for the hiring of a guidance director for the schools of the area, a psychiatrist, a psychologist, and a student placement officer. In addition, there must be a secretary for the guidance staff. This plan would be similar to that established in Rockland County, New York. Each school would have its own chairman of the school counselors. Such an arrangement would enable each school to keep a constant check on its own department of guidance. It would enable the school to make a quick readjustment and would tend to extend the scope and thinking of each individual beyond his own environment. Such a program, the writer estimates, would involve an outlay of \$9,000 a year, the respective costs to each school being determined by the school enrollment. The proposed salaries are \$3000 for the director of guidance, \$1000 for a part time psychiatrist, \$2000 for a psychologist, \$1800 for a student placement officer, and \$1200 for secretarial assistance. A part of this amount may be saved if arrangements can be made with the United States Employment Service for the joint employment of a student placement officer.

**THE DIRECTOR OF GUIDANCE.** The creation of a position of director of guidance is the first step to be taken in the formation of a long range plan for the combined guidance work of the several communities. The director should have teaching and administrative experi-

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ence. Some "contact" with occupations other than teaching is not only desirable but it would be necessary in order to secure a New York State license. In fact his training must be sufficient to meet all the requirements as set up by the State Education Department (94).

The director would work under the general supervision of the superintendents of the individual school systems with a program carefully worked out by the participating schools. The allotment of his time to the program would be based upon the needs of the school. This will be approved by the superintendents of schools involved in the plan.

The general duties of the director of guidance may be partially listed under four headings. This is not intended as a final statement of just what the duties of the official shall be, but rather it is submitted as a method of procedure for this position. First, he shall give leadership to the administrators, supervising officials, teachers in curriculum research, guidance and other classes such as the social studies in which vocational and educational guidance may be given, and to home room activities. Secondly, he shall organize and act as chairman of a research committee. It is feared that not all instructors are qualified to conduct objective surveys but we must begin with what we have. Care should be taken by the superintendents and principals to assign to the individual instructor the project most closely associated with his particular training and experience. With several schools working on the same or similar programs to check and to provide larger numbers, a better and more satisfactory conclusion may be drawn from each evaluation. Each committee must realize that the work of the counselors and the future of many boys and girls of the participating schools will depend and be based upon its findings. The director shall act as chairman of the coun-

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selors of the participating schools who shall meet together at least once each month for discussion of their problems. There would be no speeches, rather an open forum would be conducted. Topics and case studies would be set up each month for discussion and the discussion could be kept around the specific problem assigned for that particular month. The case conference method would be very helpful here and it should be used. In that way the activities of the participating schools, success that has been accomplished, plans that have failed, with the reason or reasons for their failure, could be placed before the counselor, for mutual discussion and helpfulness. In-service training should form an important part of the director's plans.

Thirdly, through his placement officer, he should survey and keep in touch with all possible openings for high school graduates and attempt long range plans for possible openings. Fourthly, he should maintain all possible publicity on the guidance program for the area. This would mean that all possible reference material should be made available, through the schools and libraries, to the teachers and to the pupils. While the director of guidance will not have administrative power within the individual school system, he should be ready to confer with the superintendent and principal whenever they so indicate or whenever he has information which should be brought to their attention.

**THE PSYCHIATRIST.** The psychiatrist would investigate and treat only those cases which were deemed too serious for the psychologist and which the latter felt unable to handle. It is the opinion of the school officials that the number would be small and that the psychiatrist would be needed for only a small part of the time. One school suggested that some general recommendations con-



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cerning truancy, tardiness, the problem of homework and the like would be helpful to all schoolmen.

**THE PSYCHOLOGIST.** It is hoped that a man or woman with broad training in psychology might be secured for this position. That person must have at least a Master's degree with a major in psychology. The duties of the psychologist, like those of the director of guidance, may be listed under four headings. First, he would be responsible for measurement and statistics, the selection of tests, and the training of teachers in the various area schools to give such tests. He would be expected to aid in the interpretation of the test results and show the various uses of this information which would be obtained from the results. Secondly, the psychologist would be responsible for the direction of the re-education of the exceptional children and to assist the teachers in the guidance of such children. Thirdly, under the supervision of the director of guidance, he would be expected to carry out research problems in connection with the testing and to direct other research work along the lines of school problems. Fourthly, he would be expected to make suggestions, demonstrate teaching methods, and to direct work in connection with the normal child (64). Such problems would include remedial reading, conduct problems, attitudes, vocational guidance, and the like.

**THE PLACEMENT OFFICER.** There is a possibility that some person might be jointly employed by the United States Employment service and the area schools for the placement work. It is hoped that some person with experience in the field might be employed for this work.

The duties of the placement officer, as with the duties of other members of the guidance staff, are in no sense limited to the activities included herein but simply form

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the basis of some of the activities which he may carry on as well as other tasks which might be assigned by the director of guidance. First, he would have general supervision of all follow-up studies. He would be expected to bring all the materials together from the area schools for study, suggestions, and assistance. Secondly, under the supervision of the director of guidance, he would make an extensive analysis of all the jobs that are available and the opportunities that are open. He would have direct charge of the placement of all drop-outs and graduates. In this connection, he would be called upon to make some long range planning for the needs of the future as discussed by Thompson (85) and others. This would bring about considerable material useful to the administrators and others working on curriculum study and research. Thirdly, the placement officer would be expected to establish contacts with the United States Employment Services, various labor organizations, and other groups through whom placement might be effected.

**SECRETARIAL ASSISTANCE.** Obviously, the guidance staff must have secretarial assistance in their offices. It seems probable that a secretary might be secured who had studied guidance and dealt with psychological problems. Such training, in addition to secretarial ability, would be most helpful to the guidance staff.

### *Educating the Public to the Need of A Guidance Program*

In these difficult and fast changing times, one realizes the amount of opposition offered to any program involving change or extra expenditure. The returning war veteran and his need for guidance will help solve this problem to an extent. In any event, it becomes necessary to educate the public to the realization of the need of a guidance staff for the area schools. At the present time, it is

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believed that the public of East Aurora are too complacent and not at the point where they would be willing to sacrifice in order to accomplish such a program. But it is equally believed that it is possible to bring the people of the community to the place where they would realize the value of such a program.

### CHANNELS THROUGH WHICH THE EDUCATIONAL PROGRAM MIGHT BE CARRIED.

At present, there are several organizations in the village as in all others, directly or indirectly, connected with the school proper, which might be of assistance in bringing such a program about. These are the Mothers' Club, the College Club, and the Parent-Teachers Association. The Mothers' Club follows a prescribed course of study in dealing with children. While their interest in the school is beyond question, it is not the type of organization which would be interested in "selling" a guidance organization as their initial interests are in different channels. The College Club is an organization of college graduates, hence they tend to confine their interests to intellectual attainment. They have aided many girls through the scholarships which they have awarded. It is within the power of the College Club to exercise considerable influence which would be most helpful in its effect. Our present Parent-Teachers Association seems to be a logical organization which could be built up to assist in promoting such a guidance program.

### REORGANIZATION OF THE PARENT-TEACHERS ASSOCIATION TO DO THIS WORK.

The Parent-Teachers Association had a series of lectures during one year on various educational topics. It was thought that a series of meetings would bring out the people to each of the meetings in order to avoid missing the sequence. This proved, to a large extent, to be true.

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It is the belief of the writer that it would be possible to secure some educational lecturer to give a series of lectures on the general topic of guidance and thus show the value of the work to the community. Similar organizations in other schools could cooperate with this program and thus the groundwork would be laid for the organization of the area guidance staff. The real and the potential leadership of the Parent-Teachers Association must be made to feel that full attendance is necessary because, in these days of uncertainty, the people must be made to realize that either they must cooperate in creating a society of their own liking or else be willing to accept one imposed upon them.

**CONCLUDING SUMMARY.** Such is the outline of a long range guidance program which the writer proposes for the schools of the area. The need and value of such a program has been proven in this study. The plan is based on the conception that the primary function of the high school is to adapt its curriculum and methods to the changing times and regulate its procedure so as to take into consideration the ever enlarging world. It is not enough that the school courses and training should merely teach pupils to copy life — it must teach them to understand it as well. This would involve the organization of a guidance staff for the schools of the area composed of a director of guidance, a psychiatrist, a psychologist, a student placement officer and necessary secretarial assistance. It means organizing the Parent-Teachers Associations of the areas involved to educate the public to understand and approve the guidance staff for the schools involved.

That such a guidance scheme for the schools of the area is a possibility is shown by the fact that the schools of Rockland County, New York, do have such an organization. A psychiatrist and a psychologist should be able to

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work for a rural area, just as well and just as efficiently as they would for a city area. There are probably even more opportunities for the placement officer in the rural and suburban area than in the city because of the wider field in which he may locate his prospects and gather data on the vocations that are available. The popularity of a limited number of the professions is probably due to the fact that the pupils have a limited knowledge of the vocations that are available and they attach much social prestige to such positions as those held by the doctor, the lawyer and the engineer. When the placement officer is able to place before them the advantages of other fields and the possibilities within these fields, with the training secured through the study of occupations, and with the counseling of the advisers, more of the pupils will be better adjusted.

The plan for guidance for the area schools is based upon the study of guidance over a twelve-year period. That there are advantages in such a plan for the college youth, for the non-college youth, for the maladjusted pupil, and for those seeking further information concerning their life work is beyond question. It is evident that such an educational plan will involve additional expense but it is here felt that the results produced by the changes which will be brought about for the betterment of youth would more than compensate for the costs involved. The business makes a careful study of its product on the market. The school should do the same and use every effort to increase the value of that product. In a word, it is the firm conviction of the writer that a steadily increasing amount of attention must be given to the youth of this country if it is to retain its present way of life.



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